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ABSTRACT

The U.S. Office of Education sought applications for a first-year proposal of a potential three-year staff development project in each of nine Health, Education, and Welfare regions. Region II (New Jersey, New York, Puerto Rico, and the Virgin Islands) received one of the grants with the objective of designing a competency-based staff development system. The project staff were to assume the roles of six change agents (analyst, advisor, advocate, systems linkers, innovator, and trainer) to reflect the Project's staff perception of their responsibilities. A systems model was used which contained eight elements; the nature of the elements varied according to the needs of each section of the region because of geographic, cultural, economic, and population differences. It is hoped that an evaluation design will be developed to determine the effectiveness of the Project in coordinating efforts by the region to upgrade pre and inservice training capabilities for personnel in adult basic education. (Details of individual State objectives and procedures as well as a three-year budget summary are included.) (AG)

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THREE-YEAR STAFF DEVELOPMENT PLAN

1972-1975

Prepared by the

HEW REGION II STAFF DEVELOPMENT PROJECT

Grantee

MONTCLAIR STATE COLLEGE

UPPER MONTCLAIR, N.J.

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PREFACE

This three-year plan has been prepared at the request of USOE. It is an attempt to describe what the Region II Staff Development Project accomplished and what plans it had for regional staff development in the years following the three-year funding period.

During the first three months (April-June, 1972) the Project prepared a three-year plan that was approved by the Region II Commissioner. Subsequently USOE requested that the plan be revised. This reports represents that revision based on the seven items listed in the "Notification of Grant Award (Revised)" and the John Baird Memorandum of October 5, 1973.

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A. INTRODUCTION

Background

By the late 1960's, individuals both from within and without USOE began to raise questions about extant training. USOE, recognizing the shortcomings of relying primarily on enterprising college and university staff for short term training and the limited resources of many state departments, funded a regional staff development project through the Southern Regional Education Board (SREB) located in Atlanta, Georgia. The purpose of the Project was to assist states in HEW Region IV in the design and implementation of three-year staff development plans integrated at the regional level that reflected cooperation between the state departments, local programs, and institutions of higher education. It was anticipated that these regional efforts would continue without federal funds after the third year.

From these developments USOE announced in fall, 1971, that it was seeking applications for a first-year proposal of a potential three-year staff development project in each of the other nine HEW regions. Montclair State College, in cooperation with the state directors of adult education in New Jersey, New York, Puerto Rico, and the Virgin Islands, and the Regional Program Officer in Region II, developed and submitted a proposal that resulted in the college eventually becoming the grantee. The essential objective of this grant was to assist Region II states in designing a competency-based staff development system.

USOE indicated that it viewed the staff development project as instruments of change. The project staff, it was suggested, should assume the

role of change agents. Acknowledging this, the Region II staff has attempted to perform six major change agent roles which have been described by various writers.*

Analyst - interpret situations in terms of the environment that the Project operates in, seeking to understand local needs, and assessing the resources available to meet these needs.

Advisor - advising the states as to potential alternatives to present staff development approaches.

Advocate - recommending specific alternatives.

Systems Linkers - helping individuals from diverse groups to come together in order to attain common objectives through self-development activities.

Innovator - applying a high level of technical skill to a specialized, area, encouraging the initiation of new techniques or methodologies.

Trainer - provide technical assistance to develop local leadership, and occasionally developing training programs and materials.

Different members of the Project have assumed these roles at different times with varying degrees of success. However, these roles reflect fairly accurately both the Project staff's perception of their responsibilities and the individual states' expectations of Project responsibilities.

A planning grant was provided so that the Project could begin operation April 1, 1972. During this three-month phase, a planning meeting of

*Wesley B. Leach and Vyrle W. Owens. "Training and the Change Agent Role Model," Training and Development Journal, Vol. 27, October, 1973, pp. 40-47.

Region II state directors and the RPO was held in Hato Rey, Puerto Rico, to agree upon a systems model, to identify specific Project objectives, to determine an appropriate allocation of the Project funds, and to identify the roles that would be assumed by Project staff and state department staff. At the end of the planning period, a three-year regional staff development plan was prepared and approved by the Regional Commissioner. However, subsequent events indicated that the allowable time was too short for such a product, and furthermore, repeated personnel changes in the various state departments inhibited a long-range commitment to a three-year plan.

Project Model

In order to systematize the Project's efforts, a simplified systems model was used as the catalyst to bring about a degree of mutual understanding as to what happens in a competency-based staff development process. As the model (see Figure 1) indicates, the process includes the following elements:

- 1 - Task Analysis and Manpower Needs Assessment
- 2 - Specifying Tasks or Competencies Needed
- 3 - State Staff Development Objectives
- 4 - Specifying Training Sequence
- 5 - Specifying Training Activities
- 6 - Carry Out Activities
- 7 - Specifying Evaluation Procedures
- 8 - Carry Out Evaluation

Subsequent events and further model development by others* have suggested that the above model has limited value unless teacher training is viewed as a subsystem of the larger system of adult education. Although a task analysis or some other method of needs assessment can be effective in determining training needs, it is apparent that the needs of the ultimate clients of well-trained personnel must first be determined. Therefore, as noted earlier, a needs assessment of clients is a must. Fortunately, a national study is currently underway to identify ABE learners' needs. This study, however, departs from traditional efforts to develop ABE curricular material. The University of Texas study entitled "A Research Project for the Development of Performance Levels From Pragmatic Adult Literacy Objectives" (or more commonly called the APL Study) is attempting to operationally define "literacy in terms of the skills (reading, writing, and computation) and knowledges needed to be proficient in certain areas of need which have been identified as being important for survival in our society."** The study is basing the identification of adult needs on observable behaviors, or what a person needs to do to function in life (see data reported in the Needs Assessment section of this Report).

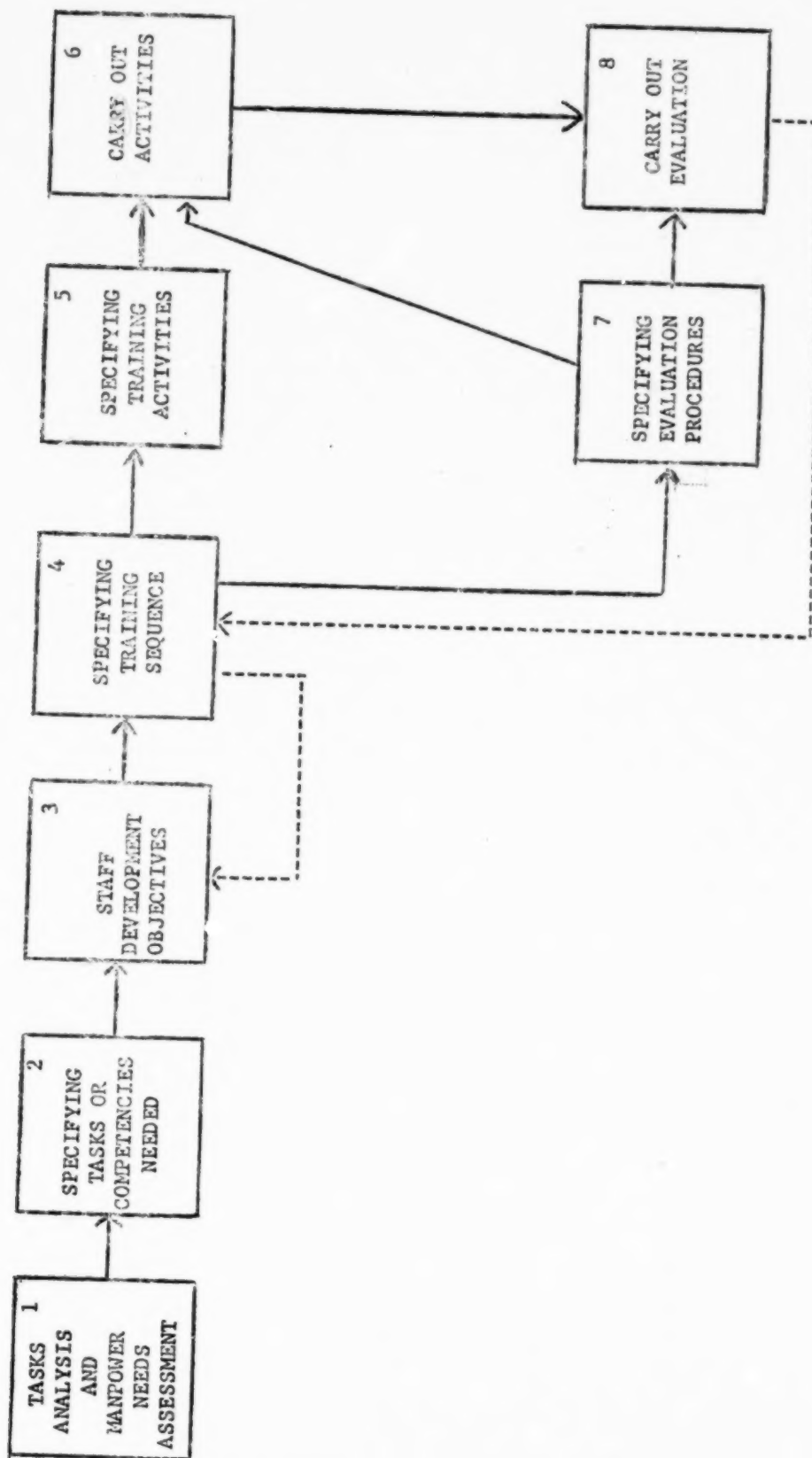
*For an example of an expanded teacher training model see Carl J. Wallen "SATE: A Systems Approach to Developing Instructional Programs in Teacher Education," Educational Technology, July, 1973, pp. 27-32; for a view of staff development as part of the entire system of adult education see James R. LaForest, A Model For Program Planning in Adult Education, Atlanta: Southern Regional Education Board, 1973.

**APL Project Staff, "A Research Project for the Development of Performance Levels From Pragmatic Adult Literacy Objectives." Austin: Division of Extension, The University of Texas at Austin, January, 1973, p. 1.

FIGURE I

A SYSTEMS MODEL FOR

STAFF DEVELOPMENT IN ADULT EDUCATION



Information such as that obtained from the APL Project is essential to the HEW Region II Staff Development Project's attempt to bring about a competency-based staff development system. Before training objectives can be developed, it is essential that learner needs and teaching competencies be identified. Therefore, the model permits the integration with other more specifically focused efforts to provide services and resources to the staff development process.

Regional Characteristics

To understand the factors affecting the Region II Staff Development Project, it is essential that selected characteristics be identified that have a direct bearing on Project efforts.

1. Geography - Region II is one of a minority of HEW regions having non-contiguous components (1700 miles separate Puerto Rico and the Virgin Islands from New Jersey and New York). This distance is a significant barrier to extensive intra-regional cooperation. Within the Virgin Islands there is also the additional fact that there are three separate islands separated by as much as 40 miles.
2. Culture - Region II has the singular characteristic of including an entire unit (Puerto Rico) that has as its first language one other than English. More than language are the difficulties inherent in the relationship between island and continental cultures. There are vast differences in the mores and customs among and between those of the Virgin Islands, Puerto Rico, New York, and New Jersey. These differences also affect the manner in which decisions are made in the respective state departments.

3. Economics - Because of population differences, as well as statehood compared to commonwealth or territorial status, the economic base within Region II and the resulting relationships are greatly varied. These differences have contributed markedly to the amount of funds that are expended in education, and more specifically, how much non-federal money can be devoted to adult education. A second factor is the amount of federal money available to adult basic education. New York receives in excess of three million dollars from section 304 of the Adult Education Act while the Virgin Islands receives just over \$40,000. Although the population of the latter is much less there is a minimum level of money that is essential in order to operate even a modest program.
4. Population - New York is nearing 19 million residents, New Jersey has over 7 million, Puerto Rico nearly 3.5 million, and the Virgin Islands less than 100,000.

A recent study by the National Advisory Council on Adult Education* provides one of the most comprehensive state by state profiles on adults relating to the ABE population. TABLE I is based on the demographic information obtained from the 1970 Census and other reports for New Jersey and New York. Data for Puerto Rico and the Virgin Islands was incomplete and, therefore, not included.

This information suggests that the characteristics of the

*NACAE Adult Education: State Demographic Data. Washington: October, 1973.

TABLE I*

Selected Demographic Characteristics for
New Jersey and New York

Item	New Jersey	New York
Target Population ABE	2,073,023	5,344,393
1970 Population	7,168,143	18,236,882
Male	3,465,801	8,713,026
Female	3,702,342	9,523,856
Race and Persons of Spanish Language		
White	6,362,785	15,887,492
Black	768,444	2,163,263
Indian	4,185	25,266
Japanese	6,301	19,805
Chinese	8,946	83,181
Filipino	5,621	13,557
Korean	2,568	6,109
All other races	9,293	38,189
Persons of Spanish Language	135,676	872,471
Population 16 years and over	5,040,321	12,992,198
Population 16 years and older with less than a high school diploma	2,376,075	6,081,398
Population 16-24 years	978,758	2,591,917
Population 16-24 years not enrolled in school with less than the completion of high school.	147,525	411,934
Population 20 years and older with less than the completion of high school.	2,026,702	5,213,958
Population 25 years and older.	4,056,606	10,418,555
Total less than completion of high school.	1,925,498	4,932,459
Percentage who have completed 5 years or less of school.	6.8%	7.2%
Percentage who have completed high school.	52.5%	52.7%
Median School Years completed	12.1%	12.1%
Median completed, white males	12.2%	12.1%
Median completed, black males	10.2%	10.6%
Median completed, males of Spanish heritage.	8.4%	8.8%
Median completed, white females	12.1%	12.1%
Median completed, black females	10.7%	10.9%
Median completed, females of Spanish heritage	8.0%	8.3%

TABLE I Continued

Item	New Jersey	New York
ABE Enrollment	14,944	12,691
Males enrolled	7,594	4,695
Females enrolled	7,350	7,996
White	58.1%	53.1%
Black	21.6	40.4%
American Indian	.5%	.4%
Oriental	3.5%	3.0%
Other	16.3%	3.1%
Average hours ABE Membership	157	193
Expenditures per ABE Student	\$102.	\$388.
Correctional Instruction Population 16 years and older.	8,476	27,547
Students enrolled in Correctional Institution ABE Programs.	955	1,270

*Adopted from NACAE, Adult Education: State Demographic Data. Washington: October, 1973.

ABE population in New York and New Jersey are different in degree rather than in kind, with a few notable exceptions, such as the much larger number of American Indians in New York.

In addition to these quantitative differences, there are intra-state population characteristics that must be noted. In the New York-New Jersey metropolitan area there is estimated to be some one million Puerto Ricans and tens of thousands of other Spanish-speaking people. Although the Virgin Islands is historically a non-Spanish culture, it is estimated that nearly 40 percent of St. Croix's population is now Spanish-speaking. The native Crucians are becoming an ever smaller percentage of the population and the animosities are building accordingly as witnessed by the large number of murders that have taken place since 1972.

5. State Department Structure for Adult Education - In New York the statewide effort in adult education, particularly the 304 grant program, operates essentially from the state offices in Albany. New Jersey, while it has a number of central office staff in Trenton, supports some twelve professional staff at five college locations to provide more decentralized services to local programs. In Puerto Rico, there are five regional offices with staff development responsibilities, but all policies and directions emanate from the state offices in Hato Rey. This process is also affected by an existing law that allows local superintendents of school to bypass the regional office and deal directly with the Secretary of Education. In the Virgin Islands the state director

has the combined responsibility for secondary education and adult education. Although the director is responsible for the entire adult education program, State Department of Education offices located on the island of St. Thomas have for many years produced tensions with larger St. Croix which tends to view itself as a somewhat unique operation.

6. Extant Staff Development Efforts - Space limitations preclude any detailing of previous staff activities conducted in the four states, however, it can be asserted that the kind and degree of such efforts have been quite varied. New Jersey, for example, ranks near the top for the entire country in the percentage of its adult education dollars (both state and federal) devoted to staff development. The Virgin Islands, in contrast, because of its minimal 304 grant, expended little money for staff development prior to the Project.

In terms of the kinds of activities, New York and New Jersey have been national leaders in staff development. New York was moving in the direction of competency-based staff development prior to the Project. New Jersey, through its Resource Center network, has proven that institutions of higher education can be effective service agencies for state departments of education.

7. Intra-regional Cooperation - The state directors of adult basic education in New York and New Jersey, through their participation in meetings of the Northeast State Directors group, have established an ongoing cooperative relationship. The working relationship has been supplemented by the efforts of the Region II

Program Officer who has always worked to insure that Region II pull together. This Project has also the strong support of the Regional Commissioner's office, which has supported Project efforts, particularly those that provide regional resources to Puerto Rico and the Virgin Islands.

Needs Assessment

An initial element in the Project's system model is to conduct a needs assessment. Within the limited time frame of the three-month planning grant, the Project arranged with New Careers, Inc. to apply task analysis techniques in the conducting of a needs assessment for two Region II priority areas - English as a Second Language and Individualization of Instruction. Task analysis was selected as a much more powerful technique for ascertaining staff development needs than a general survey. Details of this initial effort are included in FIGURE 2.

Following submission of this needs assessment, the Project staff and the state directors reviewed the report and concluded that the needs assessment was inadequate for essentially two reasons. One, the available funds, it was apparent, were too modest to provide for the extensive resources necessary to conduct a region-wide needs assessment. Two, the differences within Region II were so diverse that any useful needs assessment would be severely restricted if it were intended to be universal in scope.

As a result of this experience, it was determined that first to conduct a detailed needs assessment, the capability had to be available within each state; therefore, during the first year, and where necessary, with the

FIGURE 2

MODIFIED TASK ANALYSIS CHART

ACTIVITIES PERFORMED	SPECIFIC KNOWLEDGE, SKILLS	GENERIC SKILLS
A. Conducts Testing and Placement Services 1. Selects test materials suitable for an adult population from classroom texts, current media, job related materials, common life experiences, etc. 2. Develops test questions in cogent manner, and arranges test questions in logical sequence reflecting diversity on a gradient from simple to complex concepts and questions. 3. Reviews and modifies test questions and test design, where needed, to elicit only those responses which have direct bearing on classroom content being evaluated. 4. Provides adequate physical comfort suitable for adult population in terms of seating, lighting, ventilation, ashtrays, etc. 5. Secures adequate supply of necessary materials - e.g., test copies, pencils/pens, scratch pads, timer, etc.	<u>Knowledge Required:</u> Must be familiar with resources for materials. Must be familiar with texts used in classroom and supplementary reading lists. Must know adult student population and common life styles. Must familiarize self with basic materials to be used during the course of the semester/year. <u>Skills Required:</u> Must be proficient in basic library usage skills. Must be proficient in basic research skills. Must be proficient in basic test design skills - e.g., how to phrase questions, how to structure multiple choice, how to weigh responses, etc. <u>Knowledge Required - Cont'd:</u> Must be familiar with requisitioning and ordering procedures.	Must exhibit positive human relations skills. Must possess confident posture, physical bearing. Must possess pleasant speaking voice and be able to enunciate clearly. Must demonstrate concern and commitment to program goals and purposes.

MODIFIED TASK ANALYSIS CHART

ACTIVITIES PERFORMED

SPECIFIC KNOWLEDGE/SKILLS

GENERIC SKILLS

6. Fosters comfortable non-threatening atmosphere in test area -- i.e., physical bearing, voice modulation and tone, willingness to give assistance and direction, if needed, etc.

7. Provides adequate monitoring and/or supervisory control.

8. Scores test with aid of test key/scoring card.

9. Reviews scoring thoroughly to insure correct scoring and grading.

10. Records final scores on appropriate record sheets.

11. Reviews recorded scores to correct for errors; omissions, etc.

12. Diagnoses individual tests for learning deficiencies to facilitate planning and development of remedial work plans for individual students and small groups.

13. Diagnoses above average scores to facilitate planning and development of enrichment work plans for individual students and small groups.

Skills Required - Cont'd:

Must exhibit positive human relations skills.

Must be able to manage adult groupings and maintain group interest.

Must be able to perform basic computations including fractions and percentage.

Must be able to speak clearly and distinctly in a pleasing voice.

Knowledge Required - Cont'd:

Must be familiar with course outline and sequential development of course content.

Skills Required - Cont'd:

Must be able to design individual lesson plans for remedial or enrichment work with adult student population.

Must possess basic skills in annotation and recording skills.

MODIFIED TASK ANALYSIS CHART

ACTIVITIES PERFORMED	SPECIFIC KNOWLEDGE/SKILLS	GENERIC SKILLS
14. Develops individual consultation schedule to confer privately with students re: test results and implications for further study, and supplementary work plans, if any. 15. Records individual student annotations in appropriate record book. 16. Organizes all materials (test, test score sheet, annotated material, consultation schedule, etc.) for conference with supervisor, if required. 17. Makes appropriate referrals to other agencies/institutions to assist students in their personal development.	<u>Skills Required - Cont'd:</u> Must be able to recognize gaps in learning sequence and plan effectively for correction. <u>Knowledge Required - Cont'd:</u> Must be familiar with course objectives, teacher expectations, and desired terminal outcomes for students. <u>Skills Required - Cont'd:</u> Must be able to present facts and opinions in cogent, concise manner.	
B. Diagnoses Student Work 1. Reviews and diagnoses students' written work, and evaluative tests, to diagnose for reinforcement, review, and enrichment planning where appropriate. Reviews and diagnoses students' written work, and evaluates test results to facilitate appropriate placement complementary to students' skills, knowledge, and interest.	<u>Knowledge Required:</u> <u>Comprehensive knowledge</u> of course outline, course content, and objectives of course.	Must possess qualities of concentration and attention to details. Must possess organizational skills in terms of organizing work schedule and personal time to devote to details of work.

MODIFIED TASK ANALYSIS CHART

ACTIVITIES PERFORMED	SPECIFIC KNOWLEDGE/SKILLS	GENERIC SKILLS
3. Reviews and diagnoses students' written work and evaluates test scores to assist in group and individual counseling sessions. 4. Maintains accurate and confidential records of students' diagnosis sheets and progress.	<u>Skills Required:</u> Must be able to plan for and develop effective materials to provide appropriate and relevant supplementary learning materials and experiences. Must be respectful of issues of confidentiality.	
C. Curriculum and Materials Development 1. Reviews and selects appropriate and relevant materials for use with adult population drawing upon academic texts, current media, topical news, job related information, ethnic and cultural resources to begin development of integrated comprehensive curriculum. 2. Develops curriculum based on hierarchical ordering of skills and knowledge required to achieve specified milestones within each content area. 3. Develops specific curriculum objectives for each content area and determines reasonable expected terminal student outcomes for each objective.	<u>Knowledge Required:</u> Must be familiar with course outline, content and objectives, and must be sufficiently informed regarding common topical interests and resourceful in providing quality ethnic and cultural enrichment. Must be knowledgeable about various theories of learning and their application to curriculum development. Must see interrelatedness of different course content. Must be knowledgeable about ethnic and cultural histories of the target population. <u>Skills Required:</u> Must be able to prepare objective statements. Must be able to define appropriate expected outcomes. Must be able to develop appropriate and relevant supplementary supportive materials and activities.	Must possess keen powers of discernment and inference to facilitate the development and delivery of an integrated, comprehensive curriculum. Must possess an aptitude for clear, concise thinking to facilitate the process of developing curriculum milestones, curriculum objectives, and terminal expected outcomes.

MODIFIED TASK ANALYSIS CHART

ACTIVITIES PERFORMED	SPECIFIC KNOWLEDGE/SKILLS	GENERIC SKILLS
D. Information Gathering 1. Conduct a quasi-demographic study to become familiar with the target area neighborhoods - i.e., agencies, churches, political structure, institutions, places of recreation (formal and informal) to assist in formulation of working concept of common life styles among the adult student population. 2. Identifies and locates students by name and address within the target neighborhood and conducts home visits to identify self; explain program purposes, goals, and benefits; and to establish eye-to-eye contact with students to further assist in formulation of working concept and style compatible with common life-style and individual differences. 3. Identifies and locates employed students work sites and schedules appointed visits with employers/job supervisors to familiarize self with job skills, job related academic areas, job requirements for mobility and advancement to facilitate curriculum planning and delivery.	<u>Knowledge Required:</u> Must be knowledgeable about program goals, purposes and benefits. Must know basic techniques of task analysis to delineate observed and reported job tasks of students. Must know basic interviewing techniques and skills. <u>Skills Required:</u> Must be able to conduct community assessment survey. Must be able to initiate telephone contacts with employers, et. al. Must be able to convey accurate information. Must be able to conduct informal interviews.	Must be able to foster genuine warmth and openness during initial contacts in the community. Must possess keen powers of observation with attention to specific detail.

MODIFIED TASK ANALYSIS CHART

ACTIVITIES PERFORMED	SPECIFIC KNOWLEDGE/SKILLS	GENERIC SKILLS
4. Records all pertinent information in confidential records to be utilized jointly with ABE supervisors as a resource in group or individual counseling. E. Operates and Maintains Audio-Visual and Office Equipment 1. Operates and maintains copying machine. 2. Operates and maintains liquid duplicator. 3. Operates and maintains movie projector. 4. Operates and maintains overhead projector. 5. Operates and maintains slide projector. 6. Operates and maintains video-tape recorder. 7. Operates and maintains electric typewriter. tc., etc., etc.	<u>Knowledge Required:</u> Must know operating procedures for each of the machines for which there is assigned or assumed responsibility. Must know which machine best serves a given purpose within a specific time-frame to ensure efficiency. Must know basic cleaning, repairing and storage techniques for adequate maintenance of machines. Must know repair and/or service telephone numbers if required to report breakdowns and stoppages. <u>Skills Required:</u> Must know how to operate each machine correctly.	None to be specified. Exceptions would be those rare persons who have little or no mechanical ability for simple to operate machinery. Such persons are easily identified during training and practice sessions.

MODIFIED TASK ANALYSIS CHART

ACTIVITIES PERFORMED	SPECIFIC KNOWLEDGE/SKILLS	GENERIC SKILLS
4. Designs performance based competency evaluative measures, where feasible, for all specified terminal outcomes. 5. Selects and develops appropriate supplementary enrichment and/or remedial materials and instructional aids to provide supportive learning experiences. 6. Plans and schedules related extracurricular activities such as field trips, seminars, films, etc., to provide additional supportive learning experiences. 7. Articulates interrelationships between content areas in easily recognizable ways, e.g., composition skills - social studies - local elections - computation skills (integrated curriculum designing). 8. Maintains throughout curriculum development process an awareness of and sensitivity to the particular strengths and weaknesses of the adult target population.	Must be able to order required skills and knowledge on a gradient of simple to complex. Must be able to design appropriate performance based criteria to determine student achievement and progress.	Must demonstrate sensitivity to and empathy with the needs, aspirations, strengths and weaknesses of the adult student population.

MODIFIED TASK ANALYSIS CHART

ACTIVITIES PERFORMED	SPECIFIC KNOWLEDGE/SKILLS	GENERAL
F. Delivering Instruction 1. Provides guidance, direction and supervision to small groups of students and to individual students during regular classroom time for remediation and/or enrichment. 2. Introduces initial concepts in specified content areas to large groups. 3. Explains, demonstrates, exercises/reviews, and evaluates concepts introduced to large groups. 4. Assigns, reviews and evaluates supplementary work activities, projects, papers, etc. 5. Attendant to quality of individual verbal responses given in classroom. 6. Attendant to individual students ability to draw inferences, see relationships and to integrate experiences. 7. Delivers specified course content in a manner meaningful and interesting to adult student population.	<u>Knowledge Required:</u> Must possess mastery of subject areas being delivered. Must be knowledgeable about group process and group management skills. Must be knowledgeable about related learning resources to provide comprehensive learning experience. <u>Skills Required:</u> Must be able to present information in a clear, concise manner. Must be able to maintain logical, sequential order in presentation of written and oral material. Must be able to give clear directions.	Must be able to relate in a positive manner to others. Must be agile in mind and action to be constantly alert to shifting moods and interests with the group. Must be creative and resourceful in providing meaningful and innovative learning experiences. Must exhibit a willingness to change and experiment with well thought out theories and approaches.

MODIFIED TASK ANALYSIS CHART

ACTIVITIES PERFORMED	SPECIFIC KNOWLEDGE/SKILLS	GENERIC SKILLS
8. Integrates academic content with job related experiences, life experiences, and cultural mores. 9. Makes systematic observations of student's progress and records appropriately. 10. Encourages students to achieve at maximum ability and provides necessary supportive services to facilitate maximum achievement. 11. Fosters open, warm classroom atmosphere such that no student feels seriously unattended.		
C. Counseling and Follow-Up 1. Conducts one-to-one and small group counseling sessions in the following areas: 1. Conducts one-to-one and small group counseling sessions in the following areas: - academic - vocational - personal - problem solving Maintains accurate and confidential records of counseling sessions and follow-up. Provides adequate follow-up for student ability difficulties.	<u>Knowledge Required:</u> Must know various counseling theories and approaches. Must know group process skills. Must know group management skills. Must be able to discern when to utilize one or more of various known counseling approaches. Must be familiar with cues of non-verbal language. Must be knowledgeable about counseling areas as they relate to individual students.	Must be open and warm in relationships with counselors. Must respect confidentiality. Must foster trust and respect in others. Must be a good listener. Must exhibit patience and understanding for problems of others.

MODIFIED TASK ANALYSIS CHART

ACTIVITIES PERFORMED	SPECIFIC KNOWLEDGE/SKILLS	GENERIC SKILLS
4. Creates and fosters student independence by providing skills and techniques in group and individual problem solving approaches. 5. Makes appropriate referrals when necessary to obtain expert assistance in problem solving. 6. Demonstrates respect for issues of confidentiality. 7. Keeps appointments, promises and other commitments made to students in a punctual manner (or explains inability to do so). 8. Encourages students to draw on life experiences and personal sense of direction in problem resolution for self and for others. 9. Fosters supportive group experiences in small group counseling sessions so that students begin to trust each other for assistance in problem resolution.	<u>Skills Required:</u> Must be able to listen attentively. Must be able to draw others out. Must be able to foster trust and confidence.	

assistance of the Associate Director of the Project, task analysis training sessions were conducted to provide indigenous adult educators with one technique recognized as an appropriate procedure for identifying training needs.

Second, it was evident that much useful information could be obtained from Project conducted needs assessment as well as from the many studies that have been conducted. In New Jersey, four task forces were established to identify specific competencies that were needed in ABE, ESL, GED and counseling (see New Jersey section for details). Following a task analysis institute in the Virgin Islands, initial competencies were identified to serve as the tentative basis for second year training (see Virgin Islands section for details).

During the second year the Project decided to utilize the resources available to the staff development projects through the University of Missouri-Kansas City Project. UMKC is currently designing a specialized needs assessment that will be conducted in Puerto Rico and the Virgin Islands. If the data subsequently obtained proves valid, similar needs assessment studies can be conducted in the other two states.

While awaiting the results of individual state needs assessment, the Project has begun to analyze Region II data retrieved from national studies. By utilizing this data from other 309 projects the Project avoids the additional costs of conducting its own studies while generating comparisons between national and Region II findings.

One useful source for a Region II needs assessment is the data available from the 309(b) ABE Project Survey conducted by the Center for Adult Education, Teachers College, Columbia University. The Center, under the

direction of Dr. Jack Mezirow, was very cooperative in providing this Project a comparison between the national sample and the Region II sub-group from their "ABE Priorities Survey."

For purposes of this report, only those items concerned with pre or inservice training have been included. N = 776 for the national study of local directors; R = 43 for the Region II local directors.

As indicated in TABLES II, III, IV and V, directors of local adult education programs in Region II vary somewhat in the emphasis they place on ABE priorities. In TABLE II and in item 1, TABLE III, Region II directors do not assign as high a priority on inservice education as those from the national sample.

In TABLE III, Region II local directors are much less concerned with providing for vocational counseling and job placement services. On the other hand, Region II directors placed a higher priority on providing ESL classes. Additional ABE practices in which Region II directors had lower priorities included: integration of ABE and GED programs, parent education, and instruction in learning labs. The latter very likely the result of extensive experience with learning labs and, therefore, no longer holding as high a priority.

Data in TABLE IV refer to priority statements for inservice education. Region II directors placed lower priorities on "find out staff needs for inservice education," as well as for specific inservice education for teachers, paraprofessionals, counselors, and supervisors. Region II directors also placed a lower priority on selected inservice topics including: adult learning and development, instructional methods, the selecting, adapting, and using of instructional materials, diagnosis of

TABLE II

General Priorities: Local Director

Priority of Need For ABE For Projects to Find or Demonstrate More Effective Practices in Each of These Program Areas	<u>Your Current Priority</u>									
	<u>Not Applicable</u>		<u>Low Priority</u>		<u>Medium Priority</u>		<u>High Priority</u>		<u>Highest Priority</u>	
	N*	R**	N	R	N	R	N	R	N	R
1. Recruitment	2.6	2.3	7.0	14.0	12.1	9.3	30.7	39.5	47.5	34.9
2. Inservice Education	1.9	2.3	12.2	20.9	39.9	46.5	33.1	20.9	12.9	9.3
3. Instruction	1.2	0	8.2	16.3	25.2	27.9	37.0	27.9	28.4	27.9
4. Instructional Material	1.8	2.3	11.8	16.3	31.9	30.2	39.7	34.9	14.7	16.3
5. Program Management	4.0	4.8	23.0	19.0	39.2	33.3	26.5	33.3	7.3	9.5
6. Counseling	3.5	2.3	15.5	18.6	36.0	46.5	34.3	25.6	10.8	7.0

*N represents the National Survey Data

**R represents the Region II data

TABLE III

Selected Practices

Priority You Would Assign Experimental Projects to Demonstrate The Effectiveness of These Practices	<u>Your Current Priority</u>									
	<u>Not</u>		<u>Low</u>		<u>Medium</u>		<u>High</u>		<u>Highest</u>	
	<u>Applicable</u>		<u>Priority</u>		<u>Priority</u>		<u>Priority</u>		<u>Priority</u>	
	N*	R**	N	R	N	R	N	R	N	R
1. Planned inservice education program	3.2	4.8	11.6	26.2	36.1	31.0	34.8	23.3	14.4	14.3
2. Provision of transportation	17.8	18.6	24.3	27.9	23.1	18.6	19.6	20.9	15.2	14.0
3. Provision of child care facilities	16.5	16.3	21.4	27.9	25.2	23.3	24.8	20.9	12.2	11.6
4. Local materials development	5.0	0.0	19.7	32.6	41.1	37.2	28.4	25.6	5.8	4.7
5. Provision of vocational counseling and job placement services	4.8	2.3	9.2	7.0	25.0	44.2	42.6	34.9	18.3	11.6
6. Instruction in "coping" skills e.g., how to apply for a job	2.3	2.3	7.2	11.6	34.7	32.6	41.9	41.9	13.9	11.6
7. Provision of ESL classes	16.2	7.0	14.1	23.3	31.5	9.3	25.5	37.2	12.7	23.3
8. Concentration on Hardest to reach target groups	4.6	2.3	5.3	7.0	19.7	16.3	37.2	34.9	33.1	39.5
9. Program designed specifically for a special target group e.g., Chicanos, migrants, handicapped, etc.	30.3	25.0	13.5	11.1	17.6	19.4	18.6	19.4	20.0	25.0

TABLE III (continued)

	Not Applicable		Low Priority		Medium Priority		High Priority		Highest Priority	
	<u>N</u>	<u>R</u>	<u>N</u>	<u>R</u>	<u>N</u>	<u>R</u>	<u>N</u>	<u>R</u>	<u>N</u>	<u>R</u>
10. Integration of ABE and GED programs	4.7	4.8	12.1	19.0	18.3	21.4	34.6	31.0	30.3	23.8
11. Parent education	10.2	14.3	15.8	26.2	30.9	38.1	34.0	16.7	9.2	4.8
12. Decentralized classes	17.6	23.3	24.3	23.3	33.8	27.9	17.6	20.9	6.7	4.7
13. Instruction in learning labs	9.1	11.6	18.5	30.2	32.1	30.2	30.0	20.9	10.3	7.0
14. Emphasis on beginning level classes	2.8	2.3	14.9	32.6	37.5	25.6	30.3	30.2	14.5	9.3
15. Non-classroom instruction (e.g., education TV, home instruction)	15.2	25.6	30.6	37.2	31.0	18.6	17.0	9.3	6.2	9.3
16. Co-sponsored classes	19.6	20.9	26.4	39.5	32.9	20.9	17.0	11.6	4.0	7.0
17. Employment of full-time staff	17.0	27.9	22.6	16.3	22.1	18.6	23.2	23.3	15.1	14.0
18. Employment of paraprofessionals	11.2	16.3	18.4	20.9	33.8	30.2	26.0	20.9	10.6	11.6
19. Use of volunteers	13.5	18.6	25.6	27.9	34.9	23.3	19.3	23.3	6.7	7.0
20. Employment of full-time recruiters	14.0	23.3	18.4	11.6	21.4	23.3	26.3	18.6	19.9	23.3

*N represents the National Survey Data

**R represents the Region II data

TABLE IV

Inservice EducationYour Current Priority

	<u>Not</u>		<u>Low</u>		<u>Medium</u>		<u>High</u>		<u>Highest</u>	
	<u>Applicable</u>		<u>Priority</u>		<u>Priority</u>		<u>Priority</u>		<u>Priority</u>	
Inservice Education: Priority of Need For ABE to Find or Demonstrate More Effective Ways to:	N*	R**	N	R	N	R	N	R	N	R
1. Find out staff needs for inservice education	2.1	7.0	9.2	11.6	29.6	37.2	37.7	25.6	21.4	18.6
2. Motivate staff participation in inservice education	2.4	7.0	13.6	14.0	24.9	20.9	41.0	41.9	18.2	16.3
3. Evaluate inservice education programs	2.8	7.0	9.9	4.7	32.6	41.9	40.2	30.2	14.5	16.3
<u>Use the following activities as part of the inservice education effort:</u>										
4. Local workshops	2.2	4.7	9.3	14.0	25.0	27.9	40.7	39.5	22.9	14.0
5. Work in the class- room of a more experienced teacher	5.4	9.3	17.2	18.6	33.9	27.9	34.0	37.2	9.6	7.0
6. Participation in curriculum development	2.7	4.7	6.9	11.6	33.1	34.9	44.2	44.2	13.1	4.7
7. Coaching of less experienced staff	5.3	11.6	15.6	14.0	37.6	32.6	34.2	34.9	7.2	7.0
8. State and regional education programs	2.7	7.0	13.0	20.9	30.2	23.3	39.6	34.9	14.5	14.0
9. College and univer- sity courses	5.6	7.0	25.1	25.6	28.1	30.2	30.3	30.2	10.9	7.0
10. Other activity	78.0	83.3	2.5	0.0	6.8	0.0	4.2	0.0	8.5	16.7

TABLE IV (continued)

	<u>Not Applicable</u>		<u>Low Priority</u>		<u>Medium Priority</u>		<u>High Priority</u>		<u>Highest Priority</u>	
	<u>N</u>	<u>R</u>	<u>N</u>	<u>R</u>	<u>N</u>	<u>R</u>	<u>N</u>	<u>R</u>	<u>N</u>	<u>R</u>
<u>Provide Inservice education for:</u>										
11. Teachers	1.2	2.3	5.2	14.0	12.9	25.6	37.6	27.9	43.1	30.2
12. Paraprofessionals	12.0	20.9	9.4	11.6	23.4	25.6	33.5	30.2	21.8	11.6
13. Counselors	12.1	14.0	11.7	16.3	24.7	32.6	33.7	23.3	17.8	14.0
14. Supervisors	7.4	11.6	13.0	20.9	23.4	25.6	36.5	25.6	19.7	16.3
<u>Provide Inservice education concerning:</u>										
15. Adult learning and development	1.7	2.3	5.7	9.3	23.6	32.6	42.5	30.2	26.4	25.6
16. Understanding the student population	2.6	4.7	10.8	14.0	31.3	32.6	39.8	30.2	15.5	18.6
17. Instructional methods	1.7	2.3	4.2	11.6	22.3	25.6	48.5	30.2	23.3	30.2
18. Instructional materials (selecting, adapting, and using)	1.4	2.3	5.8	14.0	24.6	30.2	46.5	27.9	21.8	25.6
19. Use of instruc- tional technology (e.g., audio-visual equipment, controlled reader, Aud-X)	2.9	2.3	13.7	27.9	37.6	23.3	33.7	23.3	12.1	23.3
20. Diagnosis of student learning needs	1.1	2.3	3.5	7.0	17.2	25.6	42.6	44.2	35.6	20.9
21. Evaluation of student achievement	1.4	2.3	3.7	7.0	25.6	39.5	47.7	39.5	21.6	11.6

TABLE IV (continued)

	Not Applicable		Low Priority		Medium Priority		High Priority		Highest Priority	
	<u>N</u>	<u>R</u>	<u>N</u>	<u>R</u>	<u>N</u>	<u>R</u>	<u>N</u>	<u>R</u>	<u>N</u>	<u>R</u>
22. Working with aides and volunteers	9.7	14.0	15.0	27.9	38.3	25.6	30.5	27.9	6.4	4.7
23. Teaching "coping" skills (e.g., how to apply for a job)	2.1	2.3	10.0	25.6	35.5	37.2	39.8	20.9	12.6	14.0
24. Counseling students	2.7	4.7	10.1	18.6	28.7	37.2	43.5	25.6	15.0	14.0
25. Other	86.0	100.0	4.0	0.0	3.0	0.0	5.0	0.0	2.0	0.0

*N represents the National Survey Data

**R represents the Region II data

TABLE V

Instruction		Your Current Priority									
		Not Applicable		Low Priority		Medium Priority		High Priority		Highest Priority	
Instruction: Priority of Need for ABE to Find or Demonstrate More Effective Ways to:		N*	R**	N	R	N	R	N	R	N	R
1. Orient new students to program		1.6	0.0	10.6	25.6	34.3	27.9	39.5	37.2	14.0	9.3
2. Diagnose student learning needs		0.6	0.0	4.9	11.6	15.4	16.3	45.4	44.2	33.8	27.9
3. Prescribe learning activities to meet individual needs		0.7	0.0	2.8	7.1	13.3	14.3	44.3	31.0	38.9	47.6
4. Foster student participation in setting objectives and evaluating learning activities		1.0	0.0	6.5	9.3	29.4	30.2	45.8	44.2	17.4	16.3
5. Increase student motivation		0.4	0.0	5.2	7.1	13.9	19.0	47.2	40.5	33.3	33.3
6. Build student self- confidence		0.3	0.0	2.8	9.3	14.3	16.3	49.7	44.2	32.9	30.2
7. Teach "coping" skills (e.g., how to apply for a job)		1.1	0.0	7.9	18.6	35.8	41.9	40.9	27.9	14.2	11.6
8. Evaluate student progress		0.8	0.0	5.5	11.6	31.5	39.5	45.4	27.9	16.8	20.9
9. Retain students in program		1.2	2.3	3.4	9.3	13.9	16.3	34.0	30.2	47.5	41.9
10. Minimize disruption due to continuous enrollment of new students		4.8	0.0	20.1	30.2	35.2	20.9	28.3	24.9	11.5	14.0

TABLE V (continued)

	Not Applicable		Low Priority		Medium Priority		High Priority		Highest Priority	
	<u>N</u>	<u>R</u>	<u>N</u>	<u>R</u>	<u>N</u>	<u>R</u>	<u>N</u>	<u>R</u>	<u>N</u>	<u>R</u>
11. Use ABE teachers to counsel students	2.4	4.7	15.1	27.9	32.5	37.2	40.6	25.6	9.4	4.7
12. Place students in jobs or training programs	6.1	7.0	14.5	25.6	25.4	23.3	34.9	25.6	19.0	18.6
13. Evaluate instruc- tional programs	1.4	2.3	5.1	11.6	26.7	32.6	46.6	32.6	20.2	20.9
14. Use methods appro- priate to adults	0.8	2.5	6.6	10.0	18.1	30.0	44.4	32.5	30.1	25.0
15. Key curriculum to behavioral objectives	2.0	2.5	9.5	17.5	28.2	20.0	40.9	37.5	19.4	22.5
<u>Use the following in the instructional process:</u>										
16. Paraprofessionals in instructional roles	12.6	21.4	16.6	21.4	36.9	21.4	27.0	33.3	6.8	2.4
17. Small group instruction	1.9	0.0	9.8	19.0	31.5	31.0	38.1	35.7	18.6	14.3
18. Programmed materials	2.5	2.4	14.6	31.0	31.2	21.4	37.7	38.1	14.0	7.1
19. Learning laboratory	5.9	7.1	13.4	23.8	31.4	35.7	33.1	19.0	16.2	14.3
20. Educational television	16.7	16.7	26.6	26.2	35.9	31.0	16.1	19.0	4.7	7.1
21. Other instructional technology (e.g., controlled reader, Aud-X)	6.6	9.5	19.0	28.6	38.6	31.0	28.7	23.8	7.0	7.1
22. Home instruction	17.6	45.2	25.6	26.2	31.7	14.3	18.3	4.8	6.8	9.5

TABLE V (continued)

	Not Applicable		Low Priority		Medium Priority		High Priority		Highest Priority	
	<u>N</u>	<u>R</u>	<u>N</u>	<u>R</u>	<u>N</u>	<u>R</u>	<u>N</u>	<u>R</u>	<u>N</u>	<u>R</u>
23. Out-of-classroom experiences e.g., field trips	11.0	16.7	21.8	26.2	34.3	31.0	26.6	16.7	6.2	9.5
24. Simulated learning situations e.g., role playing, games	6.3	7.3	22.4	22.0	34.4	31.7	28.3	36.6	8.6	2.4
25. Other	81.2	85.7	5.9	0.0	5.9	0.0	4.0	14.3	3.0	0.0

* N represents the National Survey Data

** R represents the Region II data

student learning needs, teaching "coping" skills, and counseling students.

The responses in TABLE V refer to the "priority of need for ABE to find or demonstrate more effective ways" in selected areas of instruction. Region II directors placed a lower priority on to teach "coping" skills, evaluation of student progress, the use of methods appropriate to adults, the use of learning labs, and home instruction. These differences are likely the result of the extensive training that has taken place in Region II in the past in these areas.

As noted previously, the APL Project has conducted a national study to determine what knowledges, attitudes and skills are essential for survival in the United States. As an aid to Region II, a computer print-out was specially prepared for the one Region II site included in the national sample. While no definitive conclusions can be drawn from a comparison of a single city with a national sample, the information does provide indications of possible similarities and differences between Region II urban areas and the broader national picture.

A detailed analysis of this data as presented in TABLES VI, VII, VIII, IX, and X was undertaken during the second year of the proposal by each state in Region II. Such information on the content needs of the ABE learner provide a more meaningful basis from which to identify ABE staff competencies. A needs assessment of staff needs is directly related to what ABE learners need.

TABLE VI*

Demographic Comparison Between A
Region Site and National Sample

<u>Description</u>	<u>Local Percent</u>	<u>National Percent</u>
Sex		
Male	2.13	40.50
Female	95.74	57.70
No Response	2.13	1.70
Age Breakdown		
12-20	11.70	27.30
21-30	48.94	36.40
31-40	20.21	17.80
40-above	7.45	14.30
No Response	11.70	4.20
Years of School		
0-4	1.06	4.50
5-8	24.47	27.00
9-12	73.40	65.10
No Response	1.06	3.40
H.S. Diploma or Equivalent		
Yes	5.32	17.90
No	88.30	78.00
No Response	6.38	4.10
ABE		
Yes	94.68	80.30
No	0.00	14.70
No Response	5.32	5.00
ABE Level		
Level 1 - Beginning	1.06	9.00
Level 2 - Intermediate	24.47	16.90
Level 3 - Advanced	37.23	26.10
Level 4 - GED	36.17	22.80
No Response	1.06	25.20

*Data obtained through the cooperation of Dr. Norvell Northcutt, Director,
 APL Project, University of Texas at Austin.

TABLE VI (continued)

<u>Description</u>	<u>Local Percent</u>	<u>National Percent</u>
Working		
Yes	2.13	30.40
No	96.81	65.50
No Response	1.06	4.10
Married		
Yes	31.91	40.50
No	59.57	52.80
No Response	8.51	6.70
Registered Voter		
Yes	58.51	44.40
No	39.36	49.50
No Response	2.13	6.10
Own A Car		
Yes	22.34	40.80
No	72.34	53.10
No Response	5.32	6.10
Have a Driver's License		
Yes	95.74	89.30
No	2.13	5.20
No Response	2.13	5.20
Take a Newspaper		
Yes	52.13	59.60
No	40.43	34.00
No response	7.45	6.50
Residence		
Own a Home	6.38	30.60
Rent a Home	91.49	59.60
No Response	2.13	9.80
Ethnicity		
Anglo	22.34	31.60
Black	65.96	34.80
Chicano	5.32	16.70
Oriental	0.0	1.00
Indian	0.0	1.00
Other	4.26	5.70
No Response	2.13	8.60

TABLE VII

MATH

ITEM	DESCRIPTION	LOCAL RESPONSE IN PERCENT		NATIONAL RESPONSE IN PERCENT	
		CORRECT	INCORRECT	CORRECT	INCORRECT
1	BASIC ARITHMETIC - ADDITION	96.01	1.04	80.11	3.16
2	BASIC ARITHMETIC - MULTIPLICATION	92.04	3.9	38.52	3.11
3	BASIC ARITHMETIC - SUBTRACTION	91.09	6.3	59.63	3.39
4	BASIC ARITHMETIC - DIVISION	72.55	11.68	37.02	3.86
5	WORD TO NUMBER	94.15	29.77	71.16	19.28
6	NUMBER TO WORD	64.39	11.79	63.31	2.43
7	ROMAN TO ARABIC NUMERALS	51.71	15.92	70.26	1.18
8	ARABIC TO ROMAN NUMERALS	78.72	1.82	11.26	11.56
9	RECOGNIZING WHOLE NUMBERS	95.74	1.82	75.17	3.89
10	BASIC KNOWLEDGE - INCHES IN A FOOT	90.72	5.39	82.97	3.03
11	BASIC KNOWLEDGE - OUNCES IN A POUND	83.28	8.51	73.60	12.55
12	BASIC KNOWLEDGE - WEEKS IN A YEAR	75.51	13.15	67.68	12.55
13	BASIC KNOWLEDGE - QUARTS IN A GALLON	91.87	7.80	67.68	12.55
14	BASIC KNOWLEDGE - METERS IN A KILOMETER	51.17	21.54	67.68	12.55
15	BASIC MANIPULATION - ADDITION	91.49	3.16	30.43	3.16
16	BASIC MANIPULATION - SUBTRACTION	88.30	8.38	14.79	3.16
17	BASIC MANIPULATION - MULTIPLICATION	80.84	15.13	65.13	3.16
18	BASIC MANIPULATION - DIVISION	42.8	12.12	77.13	12.40
19	REDUCING FRACTIONS	73.52	12.12	71.56	12.40
20	CALCULATING - PERIMETER	87.82	15.96	89.43	12.40
21	CALCULATING - AREA OF A RECTANGLE	27.66	22.34	89.43	12.40
22	CALCULATING - CIRCUMFERENCE	12.77	59.60	22.17	12.40
23	CALCULATING - AREA OF A CIRCLE	11.76	41.9	22.17	12.40
24	PROPORTION - CHANGING RECIPES	58.51	15.96	37.1	12.40
25	PROPORTION - SELECTING BY PRICE	58.51	15.96	37.1	12.40
26	PROPORTION - SELECTING BY HEIGHT	72.38	13.63	52.01	12.40
27	READING MILEAGE	70.79	10.84	52.01	12.40
28	CALCULATING: AVERAGE SPEED	52.41	15.96	52.01	12.40
29	INCOME TAX - TOTAL EXEMPTIONS	15.09	15.96	52.01	12.40
30	INCOME TAX - ADDITION OF INCOME	12.77	15.96	52.01	12.40
31	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
32	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
33	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
34	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
35	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
36	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
37	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
38	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
39	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
40	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
41	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
42	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
43	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
44	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
45	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
46	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
47	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
48	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
49	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
50	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
51	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
52	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
53	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
54	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
55	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
56	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
57	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
58	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
59	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
60	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
61	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
62	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
63	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
64	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
65	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
66	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
67	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
68	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
69	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
70	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
71	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
72	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
73	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
74	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
75	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
76	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
77	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
78	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
79	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
80	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
81	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
82	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
83	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
84	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
85	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
86	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
87	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
88	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
89	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
90	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
91	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
92	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
93	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
94	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
95	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
96	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
97	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
98	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40
99	INCOME TAX - SUBTRACTION OF TAX	12.77	15.96	52.01	12.40
100	INCOME TAX - ADDITION OF TAX	12.77	15.96	52.01	12.40

TABLE VIII

READING

ITEM	DESCRIPTION	LOCAL RESPONSE IN PERCENT		NATIONAL RESPONSE IN PERCENT	
		CORRECT	INCORRECT	CORRECT	INCORRECT
1	BASIC KNOWLEDGE : ALPHABET	97.67	0.00	80.99	1.74
2	BASIC KNOWLEDGE : ALPHABET	97.67	0.00	55.24	9.27
3	BASIC KNOWLEDGE : APLHABET	97.67	0.00	58.97	9.36
4	BASIC KNOWLEDGE : NUMBERS	97.67	0.00	65.23	9.79
5	BASIC KNOWLEDGE : NUMBERS	97.67	0.00	60.67	9.61
6	BASIC KNOWLEDGE : NUMBERS	97.67	0.00	69.83	9.06
7	BASIC KNOWLEDGE : WORDS	97.67	0.00	62.98	6.27
8	BASIC KNOWLEDGE : WORDS	97.67	0.00	63.70	6.16
9	BASIC KNOWLEDGE : WORDS	97.67	0.00	63.22	6.43
10	BASIC KNOWLEDGE : SYMBOLS	97.67	0.00	76.73	6.18
11	BASIC KNOWLEDGE : SYMBOLS	97.67	0.00	75.52	7.52
12	BASIC KNOWLEDGE : SYMBOLS	97.67	0.00	61.66	6.19
13	BASIC KNOWLEDGE : ABBREVIATIONS	97.67	0.00	92.08	5.80
14	BASIC KNOWLEDGE : ABBREVIATIONS	97.67	0.00	87.35	6.15
15	BASIC KNOWLEDGE : ABBREVIATIONS	97.67	0.00	82.95	5.90
16	BASIC KNOWLEDGE : CONTRACTIONS	97.67	0.00	81.01	6.45
17	BASIC KNOWLEDGE : CONTRACTIONS	97.67	0.00	81.10	6.40
18	BASIC KNOWLEDGE : CONTRACTIONS	97.67	0.00	81.10	6.40
19	BASIC KNOWLEDGE : SYNONYMS	97.67	0.00	77.04	6.13
20	BASIC KNOWLEDGE : SYNONYMS	97.67	0.00	82.64	6.50
21	BASIC KNOWLEDGE : SYNONYMS	97.67	0.00	78.48	6.80
22	BASIC KNOWLEDGE : SENTENCES	97.67	0.00	89.08	6.65
23	BASIC KNOWLEDGE : SENTENCES	97.67	0.00	79.08	6.25
24	BASIC KNOWLEDGE : SENTENCES	97.67	0.00	86.53	6.76
25	EXTRACT DATA : STORY (NAEP)	97.67	0.00	82.71	6.40
26	EXTRACT DATA : STORY (NAEP)	97.67	0.00	82.71	6.40
27	EXTRACT DATA : STORY (NAEP)	97.67	0.00	82.71	6.40
28	EXTRACT DATA : EMPLOYMENT ADS	97.67	0.00	82.71	6.40
29	EXTRACT DATA : EMPLOYMENT ADS	97.67	0.00	82.71	6.40
30	EXTRACT DATA : EMPLOYMENT ADS	97.67	0.00	82.71	6.40
31	EXTRACT DATA : AUTO ADS	97.67	0.00	82.71	6.40
32	EXTRACT DATA : AUTO ADS	97.67	0.00	82.71	6.40
33	EXTRACT DATA : AUTO ADS	97.67	0.00	82.71	6.40
34	EXTRACT DATA : BULLETIN (NAEP)	97.67	0.00	82.71	6.40
35	EXTRACT DATA : BULLETIN (NAEP)	97.67	0.00	82.71	6.40
36	EXTRACT DATA : BULLETIN (NAEP)	97.67	0.00	82.71	6.40
37	EXTRACT DATA : MOVIE ADS	97.67	0.00	82.71	6.40
38	EXTRACT DATA : MOVIE ADS	97.67	0.00	82.71	6.40
39	EXTRACT DATA : MOVIE ADS	97.67	0.00	82.71	6.40
40	EXTRACT DATA : TV GUIDE (NAEP)	97.67	0.00	82.71	6.40
41	EXTRACT DATA : TV GUIDE (NAEP)	97.67	0.00	82.71	6.40
42	EXTRACT DATA : TV GUIDE (NAEP)	97.67	0.00	82.71	6.40
43	EXTRACT DATA : NOTICE (NAEP)	97.67	0.00	82.71	6.40
44	EXTRACT DATA : NOTICE (NAEP)	97.67	0.00	82.71	6.40
45	EXTRACT DATA : NOTICE (NAEP)	97.67	0.00	82.71	6.40
46	EXTRACT DATA : NOTICE (NAEP)	97.67	0.00	82.71	6.40
47	EXTRACT DATA : NOTICE (NAEP)	97.67	0.00	82.71	6.40
48	EXTRACT DATA : NOTICE (NAEP)	97.67	0.00	82.71	6.40
49	EXTRACT DATA : NOTICE (NAEP)	97.67	0.00	82.71	6.40
50	EXTRACT DATA : NOTICE (NAEP)	97.67	0.00	82.71	6.40
51	EXTRACT DATA : NOTICE (NAEP)	97.67	0.00	82.71	6.40
52	EXTRACT DATA : NOTICE (NAEP)	97.67	0.00	82.71	6.40
53	EXTRACT DATA : NOTICE (NAEP)	97.67	0.00	82.71	6.40
54	EXTRACT DATA : NOTICE (NAEP)	97.67	0.00	82.71	6.40
55	EXTRACT DATA : NOTICE (NAEP)	97.67	0.00	82.71	6.40
56	EXTRACT DATA : NOTICE (NAEP)	97.67	0.00	82.71	6.40
57	EXTRACT DATA : NOTICE (NAEP)	97.67	0.00	82.71	6.40
58	EXTRACT DATA : NOTICE (NAEP)	97.67	0.00	82.71	6.40
59	EXTRACT DATA : NOTICE (NAEP)	97.67	0.00	82.71	6.40
60	EXTRACT DATA : NOTICE (NAEP)	97.67	0.00	82.71	6.40
61	EXTRACT DATA : NOTICE (NAEP)	97.67	0.00	82.71	6.40
62	EXTRACT DATA : NOTICE (NAEP)	97.67	0.00	82.71	6.40

TABLE IX

ITEM	DESCRIPTION	LOCAL RESPONSE IN PERCENT		NATIONAL RESPONSE IN PERCENT	
		CORRECT	INCORRECT NO-RESPONSE	CORRECT	INCORRECT NO-RESPONSE
1	WORK : SELECTING A FEMALE JOB	77.55	21.25	72.03	21.92
2	WORK : SELECTING A MALE JOB	69.83	7.45	81.57	11.90
3	WORK : ACQUIRING A SKILL TO PLACE	85.82	5.32	87.17	17.52
4	WORK : JOB REQUIREMENT	86.17	1.86	66.59	2.57
5	WORK : RELATING WORK TO SKILL	97.87	1.86	91.32	1.86
6	WORK : AGENCY FEE	88.84	16.99	72.38	2.25
7	WORK : AGENCY TAX DEDUCTION	17.23	90.60	45.68	48.19
8	WORK : APPLYING - PLACES	76.60	22.34	61.89	3.75
9	WORK : APPLYING - PROCEDURES	92.55	6.33	82.11	5.68
10	WORK : APPLYING - PROCEDURE	87.21	11.78	82.11	5.68
11	WORK : APPLICATION FOR	89.05	10.09	81.57	12.46
12	WORK : JOB INTERVIEW OFFER	85.17	12.77	78.27	16.73
13	WORK : JOB INTERVIEW EMPRESSION	85.60	8.26	13.60	22.92
14	WORK : JOB INTERVIEW ATTITUDE	86.92	8.89	81.57	9.92
15	COMMERCIAL TERM : COLLECT	88.82	8.26	81.57	9.92
16	COMMERCIAL TERM : POLICY	77.00	12.13	78.27	22.92
17	COMMERCIAL TERM : POLICY	81.91	12.13	57.81	22.92
18	COMMERCIAL TERM : MONEY	83.78	5.32	52.33	22.92
19	COMMERCIAL TERM : MONEY	97.82	5.32	37.81	22.92
20	RETAIL : CREDIT	86.17	12.13	37.81	22.92
21	RETAIL : CREDIT	86.17	12.13	37.81	22.92
22	RETAIL : CREDIT	86.17	12.13	37.81	22.92
23	RETAIL : CREDIT	86.17	12.13	37.81	22.92
24	RETAIL : CREDIT	86.17	12.13	37.81	22.92
25	RETAIL : CREDIT	86.17	12.13	37.81	22.92
26	RETAIL : CREDIT	86.17	12.13	37.81	22.92
27	RETAIL : CREDIT	86.17	12.13	37.81	22.92
28	RETAIL : CREDIT	86.17	12.13	37.81	22.92
29	RETAIL : CREDIT	86.17	12.13	37.81	22.92
30	RETAIL : CREDIT	86.17	12.13	37.81	22.92
31	RETAIL : CREDIT	86.17	12.13	37.81	22.92
32	RETAIL : CREDIT	86.17	12.13	37.81	22.92
33	RETAIL : CREDIT	86.17	12.13	37.81	22.92
34	RETAIL : CREDIT	86.17	12.13	37.81	22.92
35	RETAIL : CREDIT	86.17	12.13	37.81	22.92
36	RETAIL : CREDIT	86.17	12.13	37.81	22.92
37	RETAIL : CREDIT	86.17	12.13	37.81	22.92
38	RETAIL : CREDIT	86.17	12.13	37.81	22.92
39	RETAIL : CREDIT	86.17	12.13	37.81	22.92
40	RETAIL : CREDIT	86.17	12.13	37.81	22.92
41	RETAIL : CREDIT	86.17	12.13	37.81	22.92
42	RETAIL : CREDIT	86.17	12.13	37.81	22.92
43	RETAIL : CREDIT	86.17	12.13	37.81	22.92
44	RETAIL : CREDIT	86.17	12.13	37.81	22.92
45	RETAIL : CREDIT	86.17	12.13	37.81	22.92
46	RETAIL : CREDIT	86.17	12.13	37.81	22.92
47	RETAIL : CREDIT	86.17	12.13	37.81	22.92
48	RETAIL : CREDIT	86.17	12.13	37.81	22.92
49	RETAIL : CREDIT	86.17	12.13	37.81	22.92
50	RETAIL : CREDIT	86.17	12.13	37.81	22.92
51	RETAIL : CREDIT	86.17	12.13	37.81	22.92
52	RETAIL : CREDIT	86.17	12.13	37.81	22.92
53	RETAIL : CREDIT	86.17	12.13	37.81	22.92
54	RETAIL : CREDIT	86.17	12.13	37.81	22.92
55	RETAIL : CREDIT	86.17	12.13	37.81	22.92
56	RETAIL : CREDIT	86.17	12.13	37.81	22.92
57	RETAIL : CREDIT	86.17	12.13	37.81	22.92
58	RETAIL : CREDIT	86.17	12.13	37.81	22.92
59	RETAIL : CREDIT	86.17	12.13	37.81	22.92
60	RETAIL : CREDIT	86.17	12.13	37.81	22.92
61	RETAIL : CREDIT	86.17	12.13	37.81	22.92

TABLE X

M I T T I N G

ITEM	DESCRIPTION	LOCAL RESPONSES IN PERCENT		NATIONAL RESPONSE IN PERCENT	
		CORRECT	INCORRECT NO-RESPONSE	CORRECT	INCORRECT NO-RESPONSE
1	WRITE CHECK : DATE	55.74	2.43	43.22	5.01
2	WRITE CHECK : PAYEE	64.97	2.43	47.22	9.71
3	WRITE CHECK : AMOUNT : NUMBER	62.62	3.10	54.02	3.20
4	WRITE CHECK : AMOUNT : WRITER	64.40	2.82	59.01	2.43
5	WRITE CHECK : DATE FOR	62.40	2.82	59.01	2.43
6	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
7	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
8	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
9	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
10	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
11	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
12	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
13	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
14	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
15	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
16	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
17	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
18	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
19	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
20	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
21	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
22	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
23	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
24	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
25	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
26	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
27	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
28	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
29	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
30	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
31	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
32	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
33	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
34	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
35	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
36	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
37	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
38	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
39	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43
40	WRITE CHECK : SIGNATURE	62.40	2.82	59.01	2.43

B. MANAGEMENT AND DECISION-MAKING PROCEDURES

Management System

In meeting Project objectives, it was decided that some six full-time professional positions would be established. A director and associate director were located at the Project's Central Office to provide overall administrative and fiscal leadership to the Project, as well as technical assistance to the states. A field coordinator was appointed and located in each of the four state departments of education. With the ultimate goal that the state departments would assume effective post-Project efforts, it was deemed essential that strong ties between the Project and the individual state departments be established. (See Figure 3).

With the basic structure established, the Project, with the assistance of an external agency, then developed a comprehensive management system* that would provide a step-by-step approach to Project operation. The components of this management system included:

- Management Schematic
- Goals
- Organizational Charts
- Performance Objectives
- Process Objectives
- Critical Work Activities (CWA)
- System for Critical Work Activities
- Gantt Chart

*EPIC Diversified Systems Corporation "Systems Manual for Management of the HEW Region II Staff Development Project," Hightstown, N.J.: EPIC, 1973.

- Monitoring System
- Job Descriptions

In order to complete the system, the Project Office prepared a PERT Chart for each of the fifteen CWAs. These PERT Charts will be incorporated into the third-year Project proposal.

Decision-Making Process

Having a management system spelled out is one thing, dealing with reality is something else. Decision-making for the Project is shared. The field coordinators are responsible to both the Project Office and to a designated state official. The Systems Manual prepared contains a detailed explanation of who is responsible for making Project decisions.

Attention should be directed to two factors which have had substantial effect on the ability of the states to bring about changes and the Project to establish a truly regional program. The first factor is which state official has the responsibility for the staff development effort in his/her state. In New Jersey the field coordinator reports to the Director of Adult Basic Education. This relationship tends to retain an essentially ABE thrust to staff development efforts. In New York, the then "Acting" Chief of the Bureau of Basic Continuing Education was originally responsible for the Project's efforts in that state, but a subsequent decision by the then Director of the Division of Adult Continuing Education required that the field coordinator report directly to his office. This decision created certain problems because the Director of the Division was reluctant to deal with the New Jersey Director of the ABE Office because of role distinctions. In Puerto Rico the field coordinator reports directly to the Assistant

Secretary of Extension Education. In the Virgin Islands the field coordinator reports to the Director of Secondary and Adult Education.

Because of the variations in status and authority of the various state officials working with the Project, it has been difficult to bring about true regionalization.

A second factor inhibiting the decision-making process has been the many personnel changes that have occurred since January, 1973.

New Jersey - there have been two directors of the Bureau of Adult Continuing Education;

New York - there have been two directors of the Division of Adult Continuing Education (the latter Acting);

Puerto Rico - there have been two assistant secretaries of Extension Education; two directors of ABE; and two Project field coordinators;

Virgin Islands - there have been two Project field coordinators.

These many changes have required, in the case of the state officials, the establishment of new working relationships that require much time and frequently changes in Project objectives; in the case of the two field coordinators a lengthy orientation and training process that places many planned activities in a holding position.

C. PROJECT OBJECTIVES

Regional Objectives and Activities

The Project has tried to assume a regional perspective; therefore, each of the original objectives will be stated with a brief description of the major activities that are regional in scope or intent. Following these regional descriptions are the individual state plans based on reports submitted by the field coordinators.

Objective 1: To identify the necessary competencies that adult educators should possess in performing their tasks.

First Year - As noted earlier, an initial needs assessment was conducted by New Careers to have a first look at some desired competencies in two priority areas. In order to obtain demographic data as a compliment to the first study, the Project designed a survey instrument for use throughout Region II, however, only New Jersey actually completed the survey during the first year. During the first year the Project also assisted the states in implementing procedures that would enable them to identify competencies unique to indigenous needs. Various competency identification efforts were undertaken as can be noted in the individual state three-year plans.

Second year - In order to enhance the quality of the initial needs assessment, the Project planned to obtain data from selected studies that included Region II data. Data is being analyzed from the University of Missouri-Kansas City National Teacher Training Study. The Center for Adult Education at Teachers College, Columbia University is providing statistical information that will be used in identifying

competencies. The APL Project at the University of Texas has also agreed to provide Region II data from their national sample. This latter information will give Region II Staff Development staff a firmer basis from which to identify needed teacher competencies.

Third Year - It is projected that in the third year the Project will possess an integrated compilation of Region II competencies. This compilation should provide the basis for future staff development activities.

Objectives 2 and 4: To develop specific career patterns for individuals interested in preparing for existing and future roles in adult education; and to assist each state in designing a career development plan in adult education that is competency-based. (These two have been combined because of their nearly inseparable nature.)

First Year - A prerequisite to designing career patterns is to identify the competencies necessary to perform specific tasks or jobs. The Region II model sought to extend a needs assessment system a step further by employing a task analysis technique. Two Project staff members received intensive training in task analysis. Following this initial training, various task analysis training activities were initiated in all four states. It was intended that by the end of the first year each state would have a cadre of trained personnel to begin designing career ladders and career development plans on the

basis of what individuals actually needed to do on the job. Some efforts were made to establish paraprofessional programs, however, these were not initially successful.

Second Year - While it was intended that the second year would bring about the actual implementation of task analysis at the local program, level administrative and policy changes in various states have seriously affected the next step in this procedure. Selected task analysis activities will be undertaken but specifics are presently lacking. Some efforts are planned to involve community colleges in establishing career ladder positions. See New Jersey for more specific examples.

Third Year - It is projected that once competencies are identified, a career ladder can be created that is less dependent upon course and/or degrees. The ideal goal is to have a master list of competencies with criteria for acquiring them and the means to assess their acquisition. Ideally such a development will be a spur to the lessening of traditional credentially practices.

Objective 3: To identify the existing training resources available within and outside Region II which have the capacity of assisting Region II in attaining Project objectives. Those with astericks represent minority institutions or those serving essentially minority clientele.

First Year - During the first year a number of training resources were identified. Criteria for selecting institutions of higher education are in accompanying Figure 4. Training resources include:

FIGURE 4

CRITERIA FOR SELECTING INSTITUTIONS OF HIGHER EDUCATION IN REGION II

1. The institutions must indicate a commitment to both the inservice and preservice preparation of adult educators. This could be in the form of existing or planned graduate or undergraduate courses or program or in the form of regular workshops or conferences provided to ABE personnel.
2. The institution must be jointly acceptable to both the state in which it is located as well as to the overall Region II Staff Development Program.
3. The institution must either be considered a minority one or give specific evidence that it is aware and committed to providing for minority needs. Specific examples of the former in Region II would include the College of the Virgin Islands, which is predominantly Black and the University of Puerto Rico which is predominantly Puerto Rican.
4. The institutions must be accessible to a large segment of the staff serving ABE clientele.
5. Institutions identified, if more than one to a state, should complement other institutions and agree to avoid duplication of effort.
6. The institutions must be willing to provide professional preparation programs through joint planning with practitioners in ABE.
7. The institutions must be willing to provide a substantial amount of their effort in off-campus locations.
8. The institutions identified must accept a decreasing fiscal commitment on the part of the Project during its three-year life span with an increase in commitment during these same years and, furthermore, must agree to fully assume the costs at the completion of the third year of the Project.
9. The institution identified must be willing to give serious consideration to working with other institutions throughout Region II to service regional needs.
10. The staffs of these institutions must be willing to plan staff development activities jointly with the representative state departments as well as with local personnel.

1. Colleges and Universities (see Figure 5)
2. AMIDS - Northeast and Mid-Atlantic Centers
3. Manpower Management Institute, Inc., Washington, D. C.
4. EPIC Diversified Systems Corporation, Hightstown, N. J.
5. Educational Improvement Center, Pitman, N. J.
6. MIND, Inc., New York City
7. Puerto Rican Forum*
8. New Jersey College Resource Centers:
 - Glassboro State College
 - Jersey City State College
 - Kean State College
 - Montclair State College
 - Trenton State College
9. State Departments of Education in New Jersey, New York
Puerto Rico*, and the Virgin Islands*
10. EPDA Program
11. New Jersey MDTA Program

Second Year - In addition to the above, the following resources will be involved during the second year:

1. Trenton State College
2. University of Missouri - Kansas City
3. New York State Department of Education, Bureau of Mass
Communication
4. Right to Read Programs in each Region II state
5. Phelps-Stokes Fund*
6. APL Project, University of Texas
7. Center for Adult Education, Teachers College, Columbia
University

Third Year - It is expected that most potential resources have been identified, but the door is not closed to the discovery of additional ones.

FIGURE 5

COLLEGES AND UNIVERSITIES IN REGION II WITH CURRENT PROGRAMS/COURSES IN ADULT EDUCATION

INSTITUTION	LOCATION	TYPE OF PROGRAM	COMPETENCY AREAS	FOCUS
Rutgers U.	New Brunswick, N.J.	M.A. and Ed.D. Courses Only	Extension, Gen. Science, Humanities	Teachers, Admins.
Montclair State	Upper Montclair, N.J.	Courses Only	Cont. Ed., ABE, General	Teachers, Admins.
Newark State	Union, N.J.	Courses Only	Comm. Ed.	Teachers, Admins.
Glassboro State	Glassboro, N.J.	M.A. Courses Only	ESL, ABE, Comm. Ed., Comm. Coll., Gen.	Teachers, Admins.
Jersey City State	Jersey City, N.J.	Courses Only	ESL	Teachers (ESL)
Essex County Comm. College*	Newark, N.J.	Courses Only	ABE	Teachers, Paraprofessionals
U. of Puerto Rico*	San Juan, P.R.	M.A.	ABE, General	Teachers, Admins.
Coll. of V.I.*	St. Thomas, V.I.	Courses Only	ABE	Teachers
City College	New York City	M.A. and Ed.D.	General	Teachers, Admins.
Teachers College	New York City	M.A. and Ed.D.	Gen., Comm. College	Teachers, Admins., Researchers
N.Y.U.	New York City	M.A. and Ed.D.	ESL	Teachers
SUNY at Brockport	Brockport, N.Y.	M.S. and Post-M.S.	General	Teachers, Admins., Counselors
Syracuse U.	Syracuse, N.Y.	M.A. and Ed.D.	Gen., Cont. Ed., Extension	Admins., Researchers
SUNY at Albany	Albany, N.Y.	M.A. and Ed.D.	Curr. and Instr.	Teachers, Admins.

*Minority institutions or one serving essentially a minority population

Objective 5: To assist each state in designing and carrying out performance-based programs for both preservice and inservice training.

First Year - Using the Project's systems model as a guide, the Project staff devoted much field time to an explanation of how the model could be applied in preparing training programs. Each training activity conducted and supported by the Project was expected to establish specific training objectives prior to the conduct of an activity. It is acknowledged that there were great variations in the quality of the responses to the above ingredient for a successful training program.

Second Year - In the second year the Project Office will provide each state with a detailed analysis of the needs assessment data that will be available from the various national studies that have been conducted.

Third Year - It is planned that by the third year all staff development training conducted by the state departments and cooperating institutions and agencies will be competency-based. These training programs will be designed on the basis of the competencies that are identified and categorized in the second year.

Objective 6: To integrate the Region II plan with adult education 309 Projects

First Year - The Project established very early a pattern of conducting quarterly meetings, rotated in each of the four states. These meetings provide an opportunity for the field coordinators and state liaison members to develop strong ties that have led to many cooperative

efforts. By rotating the site of the meetings this also afforded the Project an opportunity to invite staff from the host state department as well as staff from local projects to share some of their more local efforts.

The staff also conducted many meetings with the staff of other 309 Projects. In addition to the staff development efforts of the nine other HEW Region, Project staff worked with the Essex County College Model Cities Project, Operation Breakthrough (Paterson Model Cities Project), Phelps-Stokes Fund, and the APL Project.

Second Year - During the second phase the Project plans to involve itself with a number of 309 Projects.

- HEW Region IV (SREB) Teacher Training Project. The Project met with staff from the South Carolina State Department of Education to describe a process for implementing a competency identification system.
- B'nai B'rith Career Education Project. The Region II Staff Development Project assisted in the preparation of a questionnaire that the B'nai B'rith Project staff will distribute through their Project Newsletter. The items in the survey questionnaire were designed to elicit the views of ABE teachers as to their perceptions of the value of career education in ABE programs.
- The APL Project of the University of Texas has been asked by the Project to provide a computer printout comparing Region II data with the national data already reported.

- The University of Missouri at Kansas City's 309 Project is providing two services. One, it will provide a computer printout of Region II data compared to the national data from their recently completed study. This material will provide an overview of teacher and student perceptions of training needs. Two, the University of Missouri at Kansas City will be conducting a needs assessment in Puerto Rico at no cost to the Project.
- Program Innovations Center (PIC), Center for Adult Education, Teachers College, Columbia University, has asked for Project assistance in establishing contacts already initiated through the Region II Staff Development Project. PIC has indicated a willingness to share data from a recently completed study with staff development.

Third Year - As with the above projects the Region II Project will contact both refunded and newly funded projects at the earliest possible time to insure mutual cooperation and, as is evident from the second year, actual sharing of resources and expertise.

Objective 7: To develop individualized training materials for local adult education personnel inservice training.

First Year - In order to assist the individual states in the conducting of task analysis, the Project Office prepared a training manual and workbook. New York State supported the development of a counselor awareness program that when revised will be available throughout Region II.

Second Year - If the present feasibility study in New York State proves favorable, a course "Psychology of Adult Learning" will be available on T.V. quality tapes in both English and Spanish for all of Region II. A bicultural-bilingual Project at Rutgers University will distribute copies of a training program to adult educators throughout Region II. A similar Project developed in New York will be made available on video tape to Region II adult educators.

Third Year - Other than the continuing efforts above, no new training materials are presently being developed that are applicable region-wide.

Objective 8: To provide local adult education personnel with access to available information and resources for staff training.

First Year - A Project Newsletter was developed and distributed to some 600 adult educators. This publication appeared eight times during the first year.

Second Year - In addition to the Newsletter, the Project expanded its efforts to inform the field of new developments by sponsoring a two-day professional seminar. This seminar brought together some 30 adult educators who had a chance to meet with individuals representing four projects - three 309 projects and one Right to Read project. A second seminar is in the planning stages some time in Spring, 1974.

Third Year - The Newsletter and seminar approach will be continued.

Objective 9: To encourage adaptations of research and innovations for adult education inservice training.

First Year - In addition to the Newsletters sent to the field at large, the Project Office collected and distributed selected staff development materials that enabled the individual Region II state departments to establish professional libraries. In order to provide opportunities for face-to-face encounters with innovations, 17 Puerto Rican adult educators had an opportunity to visit selected learning centers in New Jersey and New York. Later in the year, the Virgin Islands adult educators spent a week in visiting and receiving training at the Albany Learning Center.

Second Year - A second group of Virgin Islands adult educators are planning to visit the Albany Learning Center. Many contacts are being made with innovative projects so that representatives from each of the state departments can be exposed to new developments. As with Objective 8 the professional seminars and the Newsletter will play an important role in encouraging adaptations of research and innovations.

Third Year - Plans are for a continuation of the activities described in the first and second years.

New Jersey Staff Development Objectives and Activities

A staff survey carried out in FY-1973 supports the high turnover rate as stated in the State of New Jersey's Career Staff Development Plan. The chart "Some Characteristics of 844 Adult Education Personnel in New Jersey"* shows that 36% of the teachers have two years or less experience in adult education and that only 34% have attended three or more mandated pre- or in-service workshops, suggesting the need for continued expansion of training efforts.

For the past seven years each of the four Adult Education Resource Centers located throughout the State College System at Glassboro, Jersey City, Montclair, and Newark, has been responsible for providing teacher training activities related to their specific geographical need. These Adult Education Resource Centers provide a minimum of three mandated workshops. Workshops conducted in FY-1973 implemented training by objectives with a pre- and post-test following the staff development project plan for competency based training. The format of these workshops proved successful and will be carried out more extensively in FY-1974.

The creation of an additional Adult Education Resource Center at Trenton State College in September, 1973 enlarges the existing Teacher Training Staff.

The state's coordinator for staff development has been charged with coordinating on a regional (state) basis all training activities for the five AERC's meeting statewide priorities, together with specific geographical needs, pooling resources and consultants for a more comprehensive training plan.

*HEW Region II Staff Development Project First Year Interim Staff Development Report.

The four task forces investigating the minimum competencies necessary for teachers of Adult Basic Education, English as a Second Language, High School Equivalency and Adult Counselors have made specific recommendations of workshop topics they feel are important for FY-1974. These task forces are providing a comprehensive needs assessment in four adult education areas. Although the first year's results are tentative initial identification of the ABE Task Forces are noted in TABLE XI.

Recognizing the special needs of teachers and administrators involved in Adult Basic Education in Correctional Institutions, and with the creation of a separate school district for the State Prison System, every attempt will be made to plan a relevant training program in cooperation with the Prison School District for this particular staff.

The cooperative effort with the Graduate School of Education, Rutgers University in the development of materials and training programs in bi-cultural awareness will continue.

The materials, both the bibliography and the five excerpts in culture produced as a result of funding for FY-1973 were well received.

The materials are being reproduced in quantity by the NJ Staff Development Project in order to be placed in the hands of every English as a Second Language teacher in the state.

FY-1974 funding for this project was provided to carry on activities including teacher trainer training, field testing of materials developed, the production of ten classroom teaching units and follow-up workshops to focus on the use of these units.

In the third year of this specific project additional adult educators will be trained and a second conference, patterned after the initial conference, held in FY-1973 will be held. A combined informational report of

TABLE XI

ABE Task Force Group III -
Teaching Procedures & Techniques

I. Self

Prior to certification, the teacher will demonstrate an ability to know and continually to evaluate personal strengths and weaknesses.

Specific skills include:

Suggested training materials Suggested evaluation criteria

II. Instructional Planning and Decision Skills

A. Determining Instructional Objectives

Prior to certification, the teacher will demonstrate an ability to plan in the area of adult basic education.

Specific skills include:

1. Identifying basic content concepts.
2. Writing behavioral objectives related to the concepts.
(i.e., Mager, Popham)
3. Identifying instructional activities related to the objectives. (procedures, method and materials)
4. Identifying the means of evaluation related to the objectives.

Suggested training materials

- | | |
|--|---|
| 1. Instructional Design Program. | 1. Corresponding post--test in 1, 2, and 4 of the suggested materials. |
| 2. Popham's Programmed Filmstrip and books: "Instructional Objectives" and Planning Instruction. | 2. Situation and items on an objective test, i.e., provide a student/class situation-grade level, personal needs, goals. Candidate answers questions about the adequacy of objectives, instructional activities, etc. |
| 3. Mager's Preparing Instructional Objectives. | |
| 4. "Planning for automous learning (PAL)" Program. | |

B. Individualizing for Instruction

Prior to certification, the teacher will demonstrate an ability to individualize instruction in adult basic education classes.

Specific skills include:

1. Organizing and sequencing curriculum and instruction according to individual learning style, pace, level, particular needs, abilities and aspirations.

Suggested training materials

1. Planning for Autonomous learning (PAL)
2. Prentic-Hall Teacher Competency Development System.

Suggested evaluation criteria

1. Evaluation procedures in programs for 1 & 2.
2. Testing level. Provide a hypothetical situation. The teacher is to identify appropriate objectives, materials, and criteria for 8 students.
3. Observation. Exhibit individualized plans for students that contain objectives, materials and records for each student. Local supervisor vouches for regular use of teachers' plans.

C. Classroom Management

Prior to certification, the teacher will demonstrate an ability to organize a group for independent learning and group instruction.

Specific skills include:

1. Identify common needs for grouping.
2. Schedule class members and time.
3. Maintain a record keeping system.

Suggested training materials

1. Learning in the small group (IDEA Inc).
2. Mini-course program on independent learning.
3. Wisconsin design Reading Program.
4. Learning Center Guidelines.
5. IRA filmstrips.

Suggested evaluation criteria

1. Criteria in Mini-course material.
2. Teacher has a record of each student that reflects entry level, goals, work completed, progress, & achievement to show each observer.
3. Supervisors vouch that teacher regularly identifies needs for grouping, and schedules class members and time.
4. Observers use rating scale to ascertain if students are really working independently and that records are kept.

III. Basic Interactive Teaching SkillsA. Questioning Skills

Prior to certification, the teacher will demonstrate an ability to question students effectively.

Specific skills include:

1. Asking higher order questions.
2. Developing questioning strategies

TABLE XI (continued)

Suggested training materials

1. "Mini" course on Effective questioning
2. Guided self-analysis
3. Basic Teaching skills packet

Suggested evaluation criteria

1. Criteria in programs for 1&2
2. Submit a video or audiotape of lesson to demonstrate, questioning ability according to a certain, pre-determined and known scale.

B. Structuring

Prior to certification, the teacher will demonstrate an ability to relate instruction to student experiences.

Specific skills include: (to be identified)

Suggested training materialsSuggested evaluation criteria

Level II evaluation level I not applicable. (one or more of the following:

1. Evidence of use of a language experience approach with beginning readers.
2. Enables students to apply math concepts to practical, everyday life.
3. In-group situations draws out student's experiences.

C. Reinforcement

Prior to certification, the teacher will demonstrate an ability to reinforce the explorations of his students.

Specific skills include: (to be identified)

Suggested training materialsSuggested evaluation criteria

Motivating the Adult Learner-
Audio visual modular Instructional
Unit.

Level II evaluation, Level I not applicable.

1. Supervisor and observers attest to the fact that teacher provides verbal or other signs of approval towards student activities.

D. Problem Solving

Prior to certification, the teacher will demonstrate an ability to facilitate problem-solving by his students.

TABLE XI (continued)

Specific skills include:

1. Train students to use scientific method.
2. Train students to interpret data.
3. Train students to form generalizations.

Suggested training materials

1. Hilda Taba material

Suggested evaluation criteria

1. Criteria in H.T. material.
2. Observer's scale.

E. Group Dynamics

Prior to certification, the teacher will demonstrate an ability to facilitate problem-solving by his students.

Specific skills include:

1. Ability to facilitate task functions of groups.
2. Ability to facilitate maintenance functions of groups.
3. Ability to facilitate content functions.
4. Ability to facilitate process.

Suggested training materials

1. Teachers & Learners by Gorman
2. Learning in Groups - Niles
3. National training Lab materials

Suggested evaluation criteria

1. Evaluation procedures in NTL materials.
2. Audio or video-tape of demonstration lesson to exhibit desired skills.

IV. Diagnosis and Evaluation

Prior to certification, the teacher will demonstrate an ability to apply the principles and procedures of performance (competency)-based learning and instruction to include pretesting and the use of criterion-referenced evaluation.

Specific skills include:

1. Utilization of achievement test results.
2. Utilization of informal testing procedures in reading and mathematics.
3. Utilization of pre-tests and post-tests.
4. Utilization of criterion referenced instruments.
5. Construction of informal tests.
6. Devise informal evaluative techniques.

Suggested training materials

1. Same materials as for IIA

Suggested evaluation criteria

1. Same as materials as for IIA

TABLE XI (continued)

2. Testing level:
 - a. identify 3 achievement tests.
 - b. answer questions relating to how to use test results in planning instruction.
 - c. define and identify a criteria referenced test.
3. Observational level:
 - a. teacher will provide evidence of using test results in planning instruction.
 - b. will illustrate, select and describe the use of informal testing procedure in math and reading.
 - c. provide examples of pre- and post-tests.

V. Various Teaching Strategies

Prior to certification the teacher will demonstrate an ability to organize and present information effectively by employing a variety of teaching strategies.

Specific skills include:

1. Function effectively in a learning laboratory.
2. Operate hardware.
3. Utilization of programmed and self-directional materials.
4. Utilization of skills file.
5. Utilization of community resources (people and other).
6. Role playing.
7. Brain storming.

Suggested training materials

1. Techniques for Effective teaching (NEA Booklet)

Suggested evaluation criteria

1. Demonstrate the use of a learning laboratory through simulation exercise.
2. Demonstrate how to operate various hardware and kit materials commonly found in lab.

VI. Instructional Decision-Making-Cultural Conflict

Prior to certification, the teacher will demonstrate an ability to deal effectively with cultural differences.

Specific skills include:

1. Demonstrate compatibility with varying cultural groups.
2. Know and accept personal prejudice.
3. Understand characteristics of varying cultures.

TABLE XI (continued)

<u>Suggested training materials</u>	<u>Suggested evaluation criteria</u>
1. B'nai B'rith materials on ethnic and minority groups and prejudice.	1. Cultural Attitude Inventory
2. SRA Basic Teaching Skills material.	2. SRA Material
	3. <u>Observation scale</u>

project activities will be published. Feedback data from the five Adult Education Resource Centers will be collected together with the development of plans for future data collection and dissemination of bicultural education. Another outcome hopefully will be recommended areas of research.

A direct result of funding this project, a full line staff position at Rutgers University has been committed by the Dean of the Graduate School of Education.

As a result of both the bi-cultural project at Rutgers University and the task force on English as a Second Language competencies, a combined effort between New Jersey and New York in the development of teacher training packets has been initiated. A member of the New York State Basic Continuing Education Department has been invited to participate in the English as a Second Language Task Force to provide input into this important component. New Jersey, using as a basis the coordinated teacher training effort in the state, will develop, based upon identified competencies, teacher training packets utilizing materials that have been previously developed in New York State where feasible, and identify materials that may need to be developed by either state or as a joint endeavor.

In the first year of the project an attempt was made to provide in-service training for the state staff including the Adult Education Resource Centers and Bureau of Adult and Continuing Education. The Mid-Atlantic AMIDS staff planned and carried out a training activity. The combined state staff was enthusiastic and requested additional training. A suggested list of activities was drawn up by those involved. Specified activities will be carried out meeting the needs as expressed by the individuals concerned.

Providing training for paraprofessionals in the state during 1974 will be undertaken by the training of volunteers in English as a Second Language

methods and techniques. The following year the effort will expand to the training of native born volunteers on the methods and techniques of teaching reading. In both training efforts the volunteers will be placed in the "Right to Read" program for Migrants at Glassboro. Continuous follow-up on the volunteer is planned.

The model and training units which will be the product outcome of this objective will be disseminated regionally.

The involvement of the community colleges in the development of courses for an Associate Degree in Adult Education will be investigated. It has been planned to involve a community college in both Central and South Jersey.

Several meetings have been held with the staff of Model Cities Project at Essex Community College. A training program based upon their assessed needs is planned.

At the Graduate School of Education, Rutgers University, in the Department of Administration and Supervision courses have been implemented in the field of Adult Education. Limited funding has been involved. However, due to the FY-1973 funding in addition to a full line staff position, a half-time line staff position was secured by the Dean of the Graduate School. For FY-1974 Staff Development is supporting the other half with the University taking over the full line in FY-1975.

Graduate courses have been instituted, in addition to the State University, at the State Colleges in North and South Jersey, specifically located at Glassboro and Montclair.

Following are specific objectives and activities identified for FY-1974 and FY-1975. In most cases these activities are extensions of the efforts noted above.

S = Starting Date.
C = Completion Date.

HEW REGION II - STAFF DEVELOPMENT PROJECT
NEW JERSEY OBJECTIVES FY - 1974

OBJECTIVES	ACTIVITY	DATE	COST
<u>Objective 1</u> To assist in the planning and coordination of all staff development activities conducted for ABE and HSE Personnel under the auspices of the four (4) Adult Education Resource Centers (Glassboro, Jersey City, Montclair, and Newark State Colleges) as a part of New Jersey's continuing efforts under the State Plan for adult education programming.	1-1. conduct in-service training sessions with a particular emphasis on Individualizing Instruction. 1-2. provide continuous ESL training throughout N. J. 1-3. provide competency-based training for ABE personnel in counseling and testing. 1-4. train personnel to work in HSE Programs. 1-5. train administrators of ABE and HSE programs. 1-6. provide in-service training to ABE and HSE personnel employed in correctional institutions.	(S) September 1, 1973 (C) May 31, 1974	

S = Starting Date
C = Completion Date

HEW REGION II - STATE DEVELOPMENT PROJECT
NEW JERSEY OBJECTIVES FY - 1974

OBJECTIVES	ACTIVITY	DATE	COST
<u>Objective II</u> To sponsor, in cooperation with Rutgers University, the development of material and training programs in bi-cultural awareness.	2-1. Five training units for teacher trainers. 2-2. field testing of materials. 2-3. train trainers (three one-day workshops for 75-150). 2-4. produce ten classroom teaching units. 2-5. schedule workshops for teacher trainers in use or teaching units	(S) September 1, 1973 (C) June 30, 1974	

S = Starting Date
C = Completion Date

HEW REGION II - STAFF DEVELOPMENT PROJECT
NEW JERSEY OBJECTIVES FY - 1974

OBJECTIVES	ACTIVITY	DATE	COST
<u>Objective III</u> To provide in-service training for the staff of the four (4) Adult Education Resource Centers (Glassboro, Jersey City, Montclair, and Newark State Colleges).	<u>In-service Workshops on:</u> 3-1. techniques on giving training sessions. 3-2. the development of activity based training strategies. 3-3. delivery systems for training. 3-4. acquirement of new knowledge in specific areas and/or subject matter. 3-5. communication systems. 3-6. affect legislation. 3-7. public relations. 3-8.1 supervision and evaluation of instructional programs. 3-8.2 supervisory techniques. 3-8.3 supervision of guidance program. 3-9. program management and evaluation.	(S) July, 1973 (C) June, 1974	

S = Starting Date
C = Completion Date

HEW REGION II - STAFF DEVELOPMENT PROJECT
NEW JERSEY OBJECTIVES FY - 1974

OBJECTIVES	ACTIVITY	DATE	COST
<u>Objective IV</u> To establish a career ladder in Adult Education.	4-1. development of a model and a minimum of three (3) units of training materials for training volunteers in ESL methods and techniques. 4-2. placement of trained volunteers in "Right to Read for Migrants" Program at Glassboro. 4-3. involve community colleges and state colleges in the implementation of undergraduate course(s) in Adult Continuing Education. 4-4. development of graduate courses and programs in adult continuing education.	(S) July, 1973 (C) June, 1974	

S = Starting Date
C = Completion Date

HEW REGION II - STAFF DEVELOPMENT PROJECT
NEW JERSEY OBJECTIVES FY - 1974

OBJECTIVES	ACTIVITY	DATE	COST
<u>Objective V</u> To investigate the feasibility of the establishment of competency-based state certification for adult educators.	5-1. establish four (4) task forces to identify the minimum competency of teachers in ABE, ESL, HSE, and Guidance. 5-2. once identified, development of an instrument to measure what competencies a teacher has or has not. 5-3. delivery systems for training. 5-4. field testing.	(S) July 1973 (C) June 1974	

S = Starting Date
C = Completion Date

NEW REGION II - STAFF DEVELOPMENT PROJECT
NEW JERSEY OBJECTIVES FY - 1975

OBJECTIVES	ACTIVITY	DATE	COST
<u>Objective I</u> To assist in the planning and coordination of all staff development activities conducted for ABE and HSE personnel under the auspices of the five (5) Adult Education Resource Centers (Glassboro, Jersey City, Montclair, Newark and Trenton State Colleges) as a part of New Jersey's continuing efforts under the State Plan for adult education programming.	1-1. conduct in-service training sessions with a particular emphasis on individualizing instruction. 1-2. provide continuous ESL training throughout N.J. 1-3. provide competency-based training for ABE personnel in counseling and testing. 1-4. train administrators of ABE and HSE programs. 1-5. train personnel to work in HSE programs. 1-6. provide in-service training to ABE and HSE personnel employed in correctional institutions. 1-7. provide bilingual Secondary completion. 1-8. train personnel to work in evening School for the foreign born.	(S) September 1974 (C) June 1975 (S) September 1974 (C) June 1975	71

S = Starting Date
C = Completion Date

HEW REGION II - STAFF DEVELOPMENT PROJECT
NEW JERSEY OBJECTIVES FY - 1975

OBJECTIVES	ACTIVITY	DATE	COST
<u>Objective II</u> To sponsor, in cooperation with Rutgers University, the development of materials and training programs in bicultural awareness.	2-1. continue training of trainers. 2-2. train 75 to 150 Adult Educators in culture in three one-day workshops. 2-3. Second Conference. 2-4. publication of a final report on combined information from project activities. 2-5. Collection of feedback data from Resource Centers. 2-6. Recommend areas of research. 2-7. development of plans for future data collection and dissemination of bicultural education based upon feedback.	(s) September 1974 (c) June 1975	

S = Starting Date
C = Completion Date

HEW REGION II - STAFF DEVELOPMENT PROJECT
NEW JERSEY OBJECTIVES FY - 1975

OBJECTIVES	ACTIVITY	DATE	COST
<u>Objective III</u> To provide in-service training for the staff of the four (4) Adult Education Resource Centers (Glassboro, Jersey City, Montclair, and Newark State Colleges).	<u>In-service Workshops on:</u> 3-1. techniques on giving training sessions. 3-2. the development of activity-based training strategies. 3-3. delivery systems for training. 3-4. acquirement of new knowledge in specific areas and/or subject matter. 3-5. communication systems. 3-6. affect legislation. 3-7. public relations. 3-8.1 supervision and evaluation of instructional programs. 3-8.2 supervisory techniques. 3-8.3 supervision of guidance program. 3-9. program management and evaluation.		

S = Starting Date
C = Completion Date

HEW REGION II - STAFF DEVELOPMENT PROJECT
NEW JERSEY OBJECTIVES FY - 1975

OBJECTIVES	ACTIVITY	DATE	COST
<u>Objective IV</u> To establish a career ladder in Adult Education.	4-1. development of a model and a minimum of three (3) units of training materials to learn native born volunteers in the methods and techniques of teaching reading. 4-2. placement of the trained native born volunteers in the "Right to Read" Program at Glassboro. 4-2.1 follow up the trained ESL volunteers placed in the Right to Read Program FY 1974. 4-3. involve community colleges and state colleges in the implementation of undergraduate course(s) in Adult Continuing Education, and to assist the placement of interested HEP students in these colleges and/or courses. 4-4. development of graduate courses and programs in adult continuing education.	(S) July 1974 (C) June 1975	

S = Starting Date
C = Completion Date

HEW REGION II - STAFF DEVELOPMENT PROJECT
NEW JERSEY OBJECTIVES FY - 1975

OBJECTIVES	ACTIVITY	DATE	COST
<u>Objective V</u> To investigate the feasibility of the establishment of competency-based state certification for adult educators.	4-5. to develop a model training program for the Staff of the Model Cities Project Essex County Community College-based upon their assessed needs. 5-1. establish four (4) task forces to identify the minimum competency of teachers in ABE, ESL, HSE, and Guidance. 5-2. once identified, development of an instrument to measure what competencies a teacher has or has not. 5-3. delivery systems for training. 5-4. field testing.	(S) July 1974 (C) June 1975	

S = Starting Date
C = Completion Date

HEW REGION II - STAFF DEVELOPMENT PROJECT
NEW JERSEY OBJECTIVES FY - 1975

OBJECTIVES	ACTIVITY	DATE	COST
<u>Objective VI</u> To provide E.S.L. training materials to be utilized regionally in cooperation with New York State Bureau of Continuing Education.	6-1. development of teacher trainer ESL training packets from the AERC competency based workshops. 6-2. incorporating the existing materials from New York State where feasible. 6-3. development of new materials.	(S) July 1974 (C) June 1975	
<u>Objective VII</u> Provide training sessions for full & half-time directors of adult education.	7-1. one week long resident institute 7-2. to conduct 7 half day training sessions	May 1975 Oct. 1974 thru March 1975	

New York State Staff Development Objectives and Activities

1972-73

1. Office Set Up: The New York State Education Department has provided excellent facilities for the use of the Staff Development Coordinator. Set up included the requisitioning and ordering of materials and equipment and the establishment of office procedures.
2. Orienting Personnel: A full-time clerk typist was hired and oriented to Project Office (New Jersey) and New York State Education Department procedures. It became necessary to refill and reorient this position in January.
3. Research Review: In a relatively new field such as Competency-Based Teacher Education, it is important to carefully review extant related literature. The Staff Development Office contracted for four such research reviews.
4. Establish State Education Department Working Relationships: The New York State Education Department is a massive compilation of over 200 divisions and bureaus. It is a rich resource for every educational endeavor. Through building relationships with these resources, beginning with the Division of Continuing Education, it is possible to profit from this vast array of expertise.
5. College Course Resource Guide: In an attempt to begin a compilation of resources, the Staff Development Office polled every college and university in New York State for courses which may have relevance for the adult educator. These were listed and disseminated to adult basic education coordinators throughout the State.

6. Needs Assessment: In an attempt to document the legitimacy of predetermined staff development objectives and priorities for New York State, the Staff Development Office conducted a needs assessment by polling the adult basic education (ABE) coordinators in the State.
7. News Bulletin: In an attempt to inform the New York State field of the staff development activities on a State and Regional level, the Staff Development Office issued a periodic News Bulletin.
8. New York State Advisory Board: The proposal called for a 12 member committee to advise the New York State Staff Development Office. The composition of an original group (January 4) was determined by the three bureaus in the Division of Continuing Education. That group then voted to increase membership to 20 to assure representation of ethnic and racial minority groups. The New York State Division of Continuing Education Staff Development Resource Committee, which it chose to call itself, met five times and proved to be a most helpful diligent body.
9. Human Interactive Skills: In an attempt to meet documented need, appropriate attitudinal readiness on the part of the staff member, the Staff Development Office contracted with a company that had packaged a training workshop incorporating transactional analysis and reality therapy. This was piloted for adult educators in White Plains and Albany, New York.
10. AMIDS: At the October Staff Development Project Coordinating Council meeting, an area Manpower Instructional Development Services representative made a presentation. The New York Staff

Development Office, complying with Policy Paper AVT (A) 73-73, dated 10/13/71, followed up in November by coordinating AMIDS workshops in four centers to affect 80 staff members. Unfortunately, the Northeast AMIDS structure collapsed before the last two centers had been serviced. Northwest AMIDS offered their services, but because of poor timing, they were respectfully declined.

11. Competency Identification: Before staff development programs can be designed, it must be very clear what competence is to be developed. The Staff Development Office sponsored a meeting of a group of students, paraprofessionals, teachers, supervisors of instruction, and adult basic education coordinators. In our attempt to identify competence, we learned a great deal about both the desired product and the product.
12. Assessment Tool Development: In order to efficiently prescribe an individual program of staff development, it becomes necessary to identify or develop an instrument to assess competence. An outgrowth of a competency identification task force was the formation of a group charged with developing such an instrument. The Bureau of Testing is cooperating in this effort.
13. Task Analysis Workshop: The Project Office model includes task analysis as basic to competency-based staff development. In an attempt to develop field expertise, the Staff Development Office sponsored an institute for 20 individuals. Upon completion, the consensus of opinion was that task analysis has a place in New York State program development, but that much more training

is necessary. Presently, we are awaiting concurrence and approval from the Division Management Team.

14. Video-Tape Training Package: The above workshop was video-taped. When it is edited, it will be available to those who wish to vicariously participate in the Task Analysis Workshop.
15. Data Collection: To obtain a profile of the adult basic educator, and to have an instrument for evaluation purposes, a data form was collected from the ABE field. The results will be tabulated and summarized before the end of FY 72-73.
16. Reading Packages: The New York State Education Department, Bureau of Reading, has developed individualized inservice training packages for elementary teachers. After thorough investigation, it has been determined that these may be adapted for use with adult educators.
17. Bicultural Project: There is growing need for increased communication between staff and community, particularly where divergent cultures are involved. To meet this need and to encourage increased instructional sensitivity, a project involving the development of bicultural awareness is underway in New York City. The resultant learning package will be disseminated upon request throughout New York State.
18. Counseling Workshop: As determined in original New York State priorities, the area of counseling demands attention. Phase I (self-contained) of a three-stage proposal involving job development techniques is being implemented in New York City.

19. T.V. Modules: A major thrust of the Staff Development Project will be the development of a series of modules with a video-taped presentation as the core. The subject will be "The Psychology of the Adult Learner." It is anticipated that college credit (minimum of three credits) may be worked into the delivery system. The modules will be developed for flexibility according to individual needs.
20. Resource Bank: An indicated in-needs assessment results, there is need for an identification and cataloguing of resources (human resources included) for field use. Because of data collection policy in New York State Education Department, this effort is still in planning stages (except for college course resources). Dr. Thomas Sheldon, Deputy Commissioner, Office of Elementary, Secondary and Continuing, has demonstrated a particular interest in this effort.
21. Development of Field-Centered College Courses: Again, in an attempt to develop resources with a degree of permanency, the New York Staff Development Office coordinated meetings among representatives of higher education now offering courses in adult education and representatives of four potential resource and demonstration centers.
22. Develop Field-Centered College Courses (New York City): The goal of above dialogue seems to be coming to fruition in New York City. C.U.N.Y. (City College) is negotiating with the New York State Education Department to deliver a course using a field site;

field personnel, state education department personnel, and City College personnel comprising the instructional team, and at a greatly reduced rate. The field program involved in Title III, New York City. the staff development funds for up to 15 members will be diverted from reimbursement of staff to City College for expenses.

23. Paraprofessional Training and Mobility: October saw the beginning of plans to afford career development opportunities to paraprofessionals. The logistics and traditional patterns proved formidable. Initial plans to tie into the University of Massachusetts Brooklyn Campus, Career Opportunity Program failed because of C.O.P. termination June 1965. Tie-in with the traditional programs extant in New York City proved most difficult. A resultant plan is one involving the Regents External Degree and existing adult education as mentors. This plan has yet to be approved.
24. Task Analysis Training: As previously mentioned, additional training in techniques of job and task analysis is presently in planning stages.
25. Curriculum Development: This is a carry-all term to apply to efforts to implement the "Staff Development Process." More specifically, the New York State Staff Development Office is soliciting the aid of an agency integrally involved in competency-based staff development movement. Preparation stages 2.0 & 3.0 are of particular concern. To date, there are no commitments regarding such an agency.

26. Develop Staff: Development model based on guidelines as established in the project proposal and based on input from State Education Department, field, and other knowledgeable persons, a systemic approach to staff development has been developed.
27. Coordinate Periodic Staff Development Activities for Division of Continuing Education Personnel: General meetings relating to competency-based staff development, and computer technology have been coordinated by the Staff Development Project coordinator. There is presently a question as to whether this effort will be continued due to division reorganization and resultant roles change.

1973-74

One of the first activities conducted for Staff Development in New York during the second year was a survey of New York ABE personnel. The information in TABLE XII was compiled from 612 returns. While it does not include 100 percent of the ABE staff population, it does reveal many demographic differences between New York City and the rest of the state. One interesting finding is the great number of adult educators who indicated an interest in college level work in adult education, a finding contrary to what was believed.

The survey also attempted to identify, through a rank-order technique, those areas which ABE staff felt the greatest need for assistance. Again, as the data in TABLE XIII indicates, there are differences between New York City and the rest of the state. One difference was in the area of motivating and retaining students. This was considered to be the highest need

TABLE XII

Selected Data From a Survey of
New York State ABE Personnel*

<u>Categories</u>	<u>Other Than New York City</u>	<u>New York City</u>	<u>Total</u>
Sex:			
Male	145	140	285
Female	206	121	327
Degree Status:			
No higher education	22	1	23
More than H.S. less than B.A.	24	0	24
B.A.	116	61	177
B.A. plus 30	43	63	106
M.A.	65	51	116
M.A. plus 30	74	83	157
Doctorate	2	2	4
Certification Status:			
No certification	51	4	55
Adult education	60	2	62
Five-year provisional	31	7	38
Ten-year provisional	7	0	7
NYC permanent	18	116	134
NYC substitute	6	50	56
NYC certificate of competency	1	34	35
Buffalo temporary	6	0	6
Buffalo probationary	2	0	2
Permanent or life	164	47	211
Adult Education Position:			
Teacher - P.T.	78	24	102
F.T.	167	202	369
Administrator - P.T.	18	7	25
F.T.	17	13	30
Paraprofessional - P.T.	10	0	10
F.T.	18	0	18
Counselor - P.T.	10	0	10
F.T.	11	11	22
Other - P.T.	8	1	9
F.T.	13	3	16

*N = 612 - This does not represent the entire state total of ABE personnel

TABLE XII (continued)

<u>Categories</u>	<u>Other Than New York City</u>	<u>New York City</u>	<u>Total</u>
Current Annual Income			
From Adult Education:			
Under 1,000	26	1	27
1,001-3,000	90	77	167
3,001-5,000	39	51	90
5,001-8,000	13	29	42
8,001-10,000	22	8	30
over 10,000	46	11	57
Hourly Rates:			
2.01-4.00	29	2	31
4.01-6.00	10	0	10
6.01-8.00	112	0	112
8.01-10.00	101	3	104
over 10.00	18	246	264
Type of Appointment:			
Contract	84	31	115
Annual	183	60	243
Probationary	3	3	6
Substitute or Temporary	62	129	191
Volunteer	2	1	3
Were You Employed Last School Year			
As A Teacher Of Adults?			
Yes	261	213	474
No	81	39	120
If Yes:			
No. of hrs. per week - average	15	13	14
No. of weeks per year - average	40	45	42
If Yes, indicate:			
No. of hrs. inservice related			
to ABE - average	15	17	16
Hourly rate received for			
inservice training	\$6.90	\$5.85	\$6.40
No. of job related college			
credits earned in continuing			
education during last school			
year - average	6.3	6.7	6.5

TABLE XII (continued)

<u>Categories</u>	<u>Other Than New York City</u>	<u>New York City</u>	<u>Total</u>
Are You Interested in Taking College Level Courses for Adult Education (including workshops, seminars, and/or inservice activities)?			
Yes	310	225	535
No	39	31	70
If Yes, Are You Interested in Earning College Credit?			
Yes	265	196	461
No	55	42	97

TABLE XIII

Areas of Need For Which Assistance is Desired

<u>Area of Need</u>	<u>Other Than New York City</u>	<u>New York City</u>	<u>Total</u>
Teaching Reading in ABE	131 (3)*	75 (4)	206 (4)
Teaching ESL	109 (5)	77 (3)	186 (5)
Teaching Bilingual Education	72	58 (10)	130
Teaching Consumer Education	50	46	96
Teaching Family Life	52	29	81
Teaching Decision-Making	64	26	90
Teaching Health Education	35	26	61
Integrating Career Education	96 (8)	73 (5)	169 (8)
Developing Curriculum for Special ABE groups	100 (7)	79 (2)	179 (6)
Individualizing Instruction	127 (4)	89 (1)	216 (3)
Identifying and Using New Materials	135 (2)	89 (1)	224 (2)
Developing Teacher-Made Materials	86 (10)	64 (7)	150
Developing Effective Teacher Learner Relationships	80	32	112
Motivating and Keeping ABE Students	165 (1)	62 (8)	227 (1)
Applying Adult Psychology	96	59 (9)	155 (9)
Using Adult Learning Theory in ABE	72	41	113
Counseling the ABE Student	101 (6)	73 (5)	174 (7)
Evaluating ABE Student Progress	80	53	133

*Numbers in parenthesis represent the rank order for the highest ten response categories

TABLE XIII (continued)

<u>Area of Need</u>	<u>Other Than New York City</u>	<u>New York City</u>	<u>Total</u>
Diagnosing Needs and Starting ABE Students	88 (9)	52	140
Utilizing Community Resources in ABE	85	55	140
Recruiting Students	81	45	126
Administering/Managing ABE Programs	71	64 (7)	135
Developing Community-Wide Adult Education Coordination of Services	86 (10)	67 (6)	153 (10)
Developing Learning Centers	56	52	108
Conducting Action Research in ABE	29	31	60
Training for Teacher Aides	56	28	84
Other	15	8	23

area for non-New York City personnel, while it only ranked eighth in New York City. New York City had a much higher need for the development of curriculum to meet special ABE groups than the rest of the state. Concurrence was also found in such areas as teaching reading, teaching ESL, identifying and using new materials (the highest priority in New York City), and counseling the ABE students.

A much more detailed analysis will be made of this data during the second year to determine what revisions may have to be made in current staff development efforts.

The following is an abstract of a plan generated to reflect staff development needs in New York State, integration with ongoing division staff development activities, HEW Region II guidelines developed in cooperation with USOE, and procedures conducive to the establishment of a competency-based staff development program for adult educators in the State of New York.

Major Goal: Enhance the effective interaction between leader and learner so as to encourage increased appropriate learning in continuing education settings.

Sub-Goal I: Implement preparation stages in systemic approach to competency-based staff development.

Objectives #2, 3, 4, 6, 7, 10, 12

Sub-Goal II: Field test competency-based staff development programs to at least 200 continuing education staff members for a total of at least 2,000 hours.

Objectives #5, 8, 11, 14

Sub-Goal III: Integrate HEW Region II Staff Development activities with the New York State Division of Continuing Education Staff Development activities and develop a plan that will see all division-sponsored staff development become competency-based by June, 1975.

Objectives #1, 12, 13, 15

- Objective 1: Orient key personnel in the field of adult and continuing education (Division of Continuing Education personnel, Directors of Continuing Education, Chief School Officers, Coordinators of Adult Basic Education and other Staff Development, e.g., NYACE personnel to the precepts and continuing education implications of competency-based staff development.
- Objective 2: Develop task analysis and competency-identification format appropriate for use in adult education.
- Objective 3: Develop and test assessment tool methodologies appropriate for use in continuing education.
- Objective 4: Identify generic competence in teaching adults.
- Objective 5: Generate and/or adapt and utilize a competency-based program(s) of development in generic competencies for adult educators.
- Objective 6: Develop assessment tool for use in measuring generic competence.

- Objective 7: Task analysis and identification of competency in area of reading comprehension.
- Objective 8: Generate and/or adapt and utilize an adult educator competency-based program(s) of development in the teaching of reading comprehension.
- Objective 9: Develop assessment tool for evaluating competence in area of reading comprehension.
- Objective 10: Identify competence in adult basic education counseling.
- Objective 11: Generate and/or adapt and utilize an adult educator competency-based program(s) of development in techniques of counseling the adult learner.
- Objective 12: Collect state-wide staff data relating to staff development needs.
- Objective 13: Generate FY 74-75 plan to build on results of FY 73-74.
- Objective 14: Develop cooperative working situations with higher education.
- Objective 15: Develop the Division Staff Development Committee so that it is an effective, efficient committee whose primary function is a coordination and integration of all staff development activities under the aegis of the New York State Education Department, Division of Continuing Education.

1974-75

Projections for the New York State Plan in 1974-75 include:

- Phase I: Overview of Adult Education and Psychology of the Adult Learner - 14 films of the T.V. Project will be produced. An assessment tool will be field-tested, revised and disseminated.
- Phase II: Reading, Counseling (life skills) - staff program development will continue (four films will be produced); an assessment tool for counseling will be field-tested, revised and disseminated.
- Phase III: English as a Second Language, Americanization, Mathematics - task and job analyses will be conducted in each of the above areas.
- Phase IV: Administration in adult education (Director; Coordinator; Supervisor) - a task and job analysis will be undertaken in administration in adult education.

Puerto Rico Staff Development Objectives and Activities - 1972-73

1. Objective - to identify competencies for adult educators. A Task Analysis Institute was held in Humacao and Caguas. Individuals trained in these institutes will serve as resources to four additional task analysis institutes being planned.
2. Objective - develop career patterns in adult education. Two graduate courses in adult education were planned through the University of Puerto Rico. A graduate program was written and submitted to the University's Academic Senate.
3. Objective - to identify existing training resources. A group of 17 adult educators spent a week in selected learning centers in New York and New Jersey. A meeting was planned with Project Communi-Link. In addition to involvement with the University of Puerto Rico, training resources in the ABE, ESL, WIN and MDT programs of the Department of Education were identified.
4. Objective - to design performance-based programs for both preservice and inservice training. This objective was being met through the proposed graduate program at the University of Puerto Rico, the two task analysis institutes conducted, and the four planned for the second year.

STAFF DEVELOPMENT PRIORITIES

1973-74

Operational Objectives for Puerto Rico	Activities : Objectives	Starting and Completion Dates	Estimate Costs to the Project
1. To complete the various stages involved in the development of a Graduate Program in Adult Continuing Education at the University of Puerto Rico	1.1. Follow steps described below: a. Revise Proposal and incorporate recommendations submitted by consultants. b. Submit Proposal for faculty approval c. Submit proposal to curriculum committee. d. Submit Proposal to the U.P.R. Academic Senate. e. Implement Proposal	October 15, 1973 October 20, 1973 August 1974	\$1,000.00
2. To help support and organize at least one graduate course per semester through U.P.R. until a Graduate Program is established	2.1. Field Coordinator interviews Director of Graduate School of Education to discuss and accept the idea of offering Saturday courses during school year 1973-74.	July 10, 1973	5,000.00

Operational Objectives for Puerto Rico	Activities : Objectives	Starting and Completion Dates	Estimate Costs to the Project
	2.2. Field Coordinator meets with Under directors of Graduate School of Education to discuss steps to be followed and budget needed for the courses.	July 31, 1973	
	2.3. Letter is sent to Secretary of Education to get authorization to give support to the U.P.R. to offer the courses.	July 5, 1973	
	2.4. Field Coordinator meets Assistant to the Dean of the Graduate School of Education to discuss budget and specifications of contract.	July 15, 1973	
	2.5. Contract is written and transmitted.	July 30, 1973	
	2.6. Memorandum is sent to Regional Director and School Superintendents to recruit personnel for the courses.	August 6, 1973	
	2.7. Field Coordinator picks up and distributes books and materials to the students.	August 25, 1973	

Operational Objectives for Puerto Rico	Activities : Objectives	Starting and Completion Dates	Estimate Costs the Project
3. To train six curriculum specialists and ten ABE general supervisors in the following:	3.1 Field Coordinator meets Assistant Secretary to determine action plan to follow:	September 21, 1973	\$3,000.00
a. philosophy and organization of a year-round extended program.	3.2 Identify resource personnel to give the training.	September 28, 1973	
b. process of producing and adapting materials.	3.3 Identify participants, place and date for the training.	October 5, 1973	
	3.4 Meet with resources to set up objectives and activities to be carried out.	October 12, 1973	
	3.5 Send letter to Secretary of Education notifying about the activity.	October 15, 1973	
	3.6 Develop forms to keep record of activities performed.	October 15, 1973	
	3.7 Send letter to participants notifying dates, place and schedule of the training.	October 19, 1973	
	3.8 Conduct Institute.	November 9, 1973	
	3.9 Write down reports to inform about achievements and projections of the activity.	November 30, 1973	

Operational Objectives for Puerto Rico	Activities	Objectives	Starting and Completion Dates	Estimate Cost to the Project
4. To train 13 ABE itinerant teachers and 600 tutors in the following ABE areas:	4.1.	Field Coordinator meets ABE Program Director and General Supervisor for Special Projects to involve them in the organization of the training.	September 28, 1973	\$12,000
a. psychology of the adult.	4.2.	Identify resources to be used.	October 19, 1973	
b. techniques to facilitate the process of learning	4.3.	Field Coordinator meets Regional Supervisors to identify participants and determine dates, places, and time schedule for the training session in the different regions.	October 26, 1973	
c. Individualized ins- truction.	4.4.	Field Coordinator and Administrative Office follow-up administrative Processes in order to comply with all the provisions required by law.	October 31, 1973	
	4.5.	Letter is sent to trainees informing them of their selection to partici- pate in the training.	November 9, 1973	
	4.6.	Training is offered in the areas already determined.	December 10, 1973	
	4.7.	Evaluation forms are designed to gather data required for final reporting.	December 10, 1973	
	4.8.	Written reports are handed in so as to inform about achievements, diffi- culties, and projections of the activity.	January 31, 1973	

Operational Objectives for Puerto Rico	Activities : Objectives	Starting and Completion Dates	Estimate Costs to the Project
5. To provide at least one inservice training institute for 225 regular ABE teachers in the six educational regions in cooperation with the teams trained in New York or New Jersey.	5.1. Field Coordinator meets team trained to define their responsibilities and roles as to the training of Regional ABE personnel. 5.2. Study of training needs as presented by Program Directors in Central Office and teams trained in New York or New Jersey to identify the common as well as the diversified training needs in Adult Continuing Education and establish priorities. 5.3. Field Coordinator visits each educational region to participate in the designing and structuring of the training activities. 5.4. Field Coordinator visits each educational region to participate in development and evaluation of training activities in cooperation with Program Directors, General Supervisors, and trainees sent to the mainland working for the program. 5.5. Field Coordinator reports on achievements, difficulties and projection of the activity.	October, 1973 November, 1973 December, 1973 January, 1974 February, 1974	\$20,000.00

Operational Objectives for Puerto Rico	Activities : Objectives	Starting and Completion Dates	Estimate Costs to the Project
6 Develop a three-day Institute on Task Analysis and Job Restructuring in four educational regions.	6.1. Field Coordinator visits the Educational Region to present Staff Development Project - origin, nature, objectives, scope, etc., to Personnel work- ing for Educational Extension Programs.	October 2,	\$3,000.00
	6.2. Field Coordinator requests and studies all the data on the situation concerning adult edu- cation in the Region in order to determine and justify the need for a Staff Development Project in the area.	October 3-5	
	6.3. Field Coordinator meets Regional Director and Adult General Super- visor to develop a Staff Develop- ment Project in the area and to develop a task analysis institute for adult educations.	October 10,	
	6.4. Identify the educators represent- ing various positions at various levels who can participate in the Task Analysis Institutes and establish the dates for institutes.	October 11,	
	6.5. Write letter to Staff Development Project Office requesting use of Region as Resource or request cooperation from resources of other educational regions.	October 12,	

Operational Objectives for Puerto Rico	Activities : Objectives	Starting and Completion Dates	Estimate Costs to the Project
7. To carry out an island-wide survey to determine characteristics and needs of the staff of the Educational Extension Program.	6.6. Identify and deal with administrative matters to be considered before participants are invited to the Institute.	October 26, 1973	
	6.7. Request resources to conduct the Institute and to send schedule and content.	October 26, 1973	
	6.8. Conduct institute following schedule agreed upon.	November 12, 1973	
	6.9. Evaluate institute from the viewpoint of participants, objectives, etc.	November 16, 1973	
	7.1. Field Coordinator meets Assistant Secretary to discuss purposes of survey and examine questionnaire.	July 1973	\$500.00
	7.2. Field Coordinator revises questionnaire and sends it for reproduction.	July 1973	
	7.3. Field Coordinator and administrative office plan for distribution and collection of questionnaire.	September 28, 1973	
	7.4. Questionnaires are sent to Regional Directors with memorandum explaining in detail purposes of survey and establishing dead line for their collection.	September 28, 1973	
	7.5. Field Coordinator collects questionnaires and organizes team to categorize and analyze data.	October 31, 1973	

Operational Objectives for Puerto Rico		Activities : Objectives	Starting and Completion Dates	Estimate the Pro
8. To provide training for special interest programs:	8.1 three day training for 50 ABE-ESL teachers at San Juan Educational Region,	7.6 Field Coordinator categorizes and analyzes data in cooperation with team organized.	December 10/73	
		7.7 Field Coordinator plans trainings based on needs as revealed in survey.	January 1974	
	8.2 training of 4 teachers of the Program in the operation of technical equipment and management of learning lab.	8.1.1 Meet with Program Directors General Supervisors to:	October 1973	\$5,000.00
		1.2 Diagnose the basic training needs of the Educational Extension Program personnel.	October 1973	
		1.3 Identify the training needs which are common to the various Programs and those which are different.	October 1973	
		1.4 Design plan of work to cope with the identified training priorities.	November 1973	
		1.5 Recruit specialists to provide training or use personnel al- ready trained on the areas identified-to provide training.	November 1973	
		1.6 Provide the training sessions in the educational regions or the Central Office	January 1974	
		1.7 Evaluate the effectiveness of the training programs in terms of changes observed in the trainees and the adult learner.	January 1974	

Operational Objectives for Puerto Rico		Activities :	Objectives	Starting and Completion Dates	Estimate Costs to the Project
8.2		2.1	Field Coordinator meets Adult Center Director and Director for the Work & Study Centers to establish criteria in the selection of the participants and determining training needs.	September 1973	
		2.2	Field Coordinator requests information concerning training areas considered in the operation of learning labs, schedule of training and content.	September 1973	
		2.3	Field Coordinator, Educational and Job Training Center meet prospective participants to provide information concerning nature of project, interview and select the trainees.	October 1973	
		2.4	Team chosen called to meeting make commitment with DIP in order to carry out responsibilities required.	November 1973	
		2.5	Field Coordinator & Administrative officer follow up administrative processes in order to comply with all the provisions required by law.	November 1973	
		2.6	Letter is sent to trainees in order to inform them that they have been accepted.	November 1973	

Operational Objectives for Puerto Rico	Activities : Objectives	Starting and completion Dates	Estimate Costs to the Project
	2.7 Field Coordinator and Program Director call trainees to meeting to hand in all required materials and checks for traveling expenses.	November 1973	
	2.8 Training program is offered in selected learning centers to equip trainees with the necessary skills to operate learning labs, etc.	January 1974	
	2.9 Plan of work is designed and follow-up is made to activities to determine effectiveness of training activities on the trainee, the learner and the objective of the project.	February 1974	
	2.10 Evaluation forms are designed to gather data required for final reporting.	January 1974	
	2.11 Written reports are handed in so as to inform about the achievements, difficulties and projections of the activity.		
9.1 conduct a comprehensive survey of needs assessment in cooperation with the University of Missouri	Field Coordinator meets Directors Staff Development Project HEW Region II to identify resources.	September 11, 1973	Would cost Puerto Rico \$1,500.00
Teacher Training	Field Coordinator meets representative from Missouri National Teacher Training Study Staff to examine & react to proposal submitted to carry out survey.	September 12, 1973	

Operational Objectives for Puerto Rico	Activities : Objectives	Starting and Completion Dates
	9.3 Field Coordinator meets Assistant Secretary to report on results of meetings and explain proposed project.	September 18, 1973
	9.4 Meet Representative from Missouri National Teacher Training Study Center, Directors Staff Development Region II, Assistant Secretary for the Educational Extension Program and Field Coordinator for the Project in Puerto Rico to explain the proposal in detail.	October 1973
	9.5 Field Coordinator meets regional supervisors to explain them the project and encourage them to make a commitment for helping organize and implement the project.	October 1973
	9.6 Resource from Missouri National Teacher Training Study Center trains Regional Supervisors on the process of administering the survey.	November 1973
	9.7 Survey is conducted at the six educational regions.	November 1973
	9.8 Survey instruments already administered are sent to the Department of Education Central Office.	December 1973
	9.9 Field Coordinator sends survey instruments to University of Missouri National Teacher Training Study Center.	December 1973

Operational Objectives for Puerto Rico		Activities	Objectives	Starting and Completion Dates	Estimate Costs to the Project
10. To conduct a feasibility study in cooperation with the Government T.V. Station Personnel to explore the possibility of writing a proposal for the development of educational T.V. programs.		10.1	Field Coordinator meets Director for the Radio and T.V. Services of the Department of Education to explain purposes and scope of Staff Development Project and determine their plans as related to this type of project	November 1973	\$1,000.00
		10.2	Letter is sent to Region II Directors explaining results of meeting and future plans.	November 1973	
		10.3	Follow-up will depend on the outcome of the meeting.	January-May 1974	

1974-75

1. Objective - to continue the development of a graduate program in adult education at the University of Puerto Rico. By the third year the program should be underway to include not only public school adult education, but individuals working in programs such as labor, commerce, libraries, and social service agencies.
2. Objective - to coordinate all state department of education staff development efforts through one office. Selected funds from each program will be used to support a staff development office.
3. Objective - to continue training the state department curriculum specialists and the 10 ABE general supervisors in selected areas as identified through the needs assessment.
4. Objective - to implement training programs on the basis of the needs assessment conducted by the University of Missouri at Kansas City during 1973-74.
5. Objective - to conduct competency-based training programs in each of the six educational regions. Some 225 ABE teachers will be involved.
6. Objective - to collect demographic information for all adult educators employed in programs supported through the office of the Assistant Secretary for Extension Education.

Virgin Islands Staff Development Objectives and Activities

The goal of this report is to provide an over-view of the effects of the HEW Region II Staff Development Project on the Virgin Islands' Adult Education Program. Where was the Virgin Islands' Adult Education Program prior to 1972? What effect did the Staff Development Project have on the adult education program during its three years of federal funding? How were the funds utilized? And perhaps most important of all, what are the future implications of staff development activities in the Virgin Islands adult education program?

These questions are paramount in nature and must be considered by the administrators of adult education programs in the Virgin Islands. This report considers these questions and similar questions to provide future direction for adult education in the U. S. Virgin Islands.

In 1971, prior to the staff development project, the adult education program was operating on a part-time basis. Directors, Coordinators, Supervisors and Teachers served dual functions as administrators of education programs. Although a real effort was made to provide direction for adult education programs, time prohibited any effective results. There was no curriculum which provided intended learning outcomes for students of the program. There was no plan which provided methods to implement objectives of the program. In short, the adult education program provided a "shot-gun" method of meeting the needs of its students. Local teachers-in-charge gave direction to their program which they considered to be effective, and in many cases they did a fine job. However, no real effort was made to coordinate the efforts of local programs, no central direction was provided for the total program.

A major factor to be considered is no full-time person existed to manage the program. The director of the adult education programs, saddled with dual

and triple responsibilities, could not provide the full time effort needed to give the thrust to the program. It should be mentioned that considering the circumstances of time, money, and staff, the director did a tremendous job in keeping the program operating at all.

Student Population Growth

According to the 1970 Census in the Virgin Islands 47.9% of the residents, 25 years and older, had not completed a high school education. This reason alone was an indicator of the potential growth to come in the adult education program. By 1972 the adult education program was serving 1,750 people or about 10% of the target population. There is still no full-time administration for the adult education program provided by funds from the Virgin Islands.

The staff development project provided a full-time person for the adult education program in the Virgin Islands whose main responsibility was to provide training for the 200 adult educators in the Virgin Islands program. With the addition of this full-time staff member the director of the adult education program was able to provide the thrust needed. Through workshops provided by the staff development project administrators were able to come together to develop a program plan which was to coordinate the efforts of the adult education program. In brief, the plan developed provided a curriculum for the adult education staff to follow. Listed were:

1. Program Goals
2. Program Objectives
3. Methods of Implementation
4. Student Characteristics
5. Program Budget.

This plan or curriculum guide was the first such plan to come from the Virgin Islands' Adult Education Program since 1966.

The first-year Project goals included: 1972-73

1. Objective - to identify competencies for adult educators: A task analysis institute was held for 54 adult educators in St. Thomas. Follow-up activities are being conducted to determine the training needs of the Virgin Islands.
2. Objective - develop career patterns in adult education. One non-credit course was offered through the College of the Virgin Islands to develop an initial awareness of adult education as a professional career. A series of inservice workshops were held on both St. Thomas and St. Croix to provide extensive training in selected instructional and administrative areas.
3. Objective - to identify existing training resources. The College of the Virgin Islands was involved for the first time. The Right to Read program was contacted. The Project also worked very closely with the Chairman of the Advisory Council for the Virgin Islands on Vocational Education. Because of the interest in training learning center staff, five adult educators spent a week in an inservice program conducted at the Albany Learning Center. A second group of individuals are planning to participate in 1973-74.
4. Objective - to design performance-based programs for both preservice and inservice training. The objective was being met through the use of a task analysis institute which would serve as the basis for a more in-depth approach to competency identification. Future learning was planned on the basis of competencies identified. Each workshop conducted had specific performance objectives delineated, accompanied by a pre- and post-test means of measurement.

1973-1974, 1974-1975, Planning

The staff development project produced a comprehensive three-year plan for the training of its staff members in the Virgin Islands. This plan provides objectives developed through team efforts and reflects the needs of all three Virgin Islands.

Workshops developed are on file and may be used by teachers-in-charge as need arises. The main point being made is that the Staff Development Project provided the thrust needed and the direction to the adult education program. The program plan and the staff development state plan together provide a curriculum for the future adult education program in the Virgin Islands.

Inter-Agency Cooperation

Prior to 1972 little effort was made to work cooperatively with other agencies concerned with the continuing education effort. Again this is attributed to the time factor (no full-time staff) rather than a reflection of competence.

In 1972 through the efforts of the staff development project the following ties were made:

1. \$2,600.00 obtained for a learning center from the Division of Vocational Education;
2. A course offered at the college of the Virgin Islands;
3. Training provided for teachers and counselors of the Work Incentive Program;
4. Funds obtained from New York State for Teacher Training;
5. Consultants in reading brought from the College of the Virgin Islands;
6. Consultants in program development brought from New York State Education Department;
7. Meetings with Advisory Committee for adult, vocational, and technical education;

8. Meetings with business leaders from St. Croix to obtain a building for a learning center;
9. Direct linkage through coordinators to New York, New Jersey and Puerto Rico;
10. Bilingual-Bicultural project to provide training for their teachers of adults in the future;
11. Establishment of an Advisory Committee.

A major effort was made during the 1972-75 period to establish close ties with other programs involved in continuing education. This effort is clearly reflected in the above statements and in the objectives of the Virgin Islands Staff Development State Plan.

Staff Training

Prior to 1972 in the ABE programs training was provided sporadically with in-service meetings being held for 2-1/2 hours monthly. These in-service meetings were usually spent clearing complaints and handling such questions as "Where should graduation be held?" "What tests should be given?" etc. In short, training of staff members was neither systematic nor extensive.

In 1972 a total of 2,381 hours of training was conducted in the Virgin Islands as compared to 357 hours in 1971. A systematic approach to training beginning with task analysis was attempted. Teachers began receiving training which was relevant to the needs of their students. One result of such training was the development of an informal reading inventory specifically for the Virgin Islands adult education student. Activities planned for 1974-75 also reflect the needs of the students and the programs and follow a systems approach which may be used by teachers.

This systematic approach was intended to identify those competencies needed by adult educators and provide training around competencies needed. This competency-based approach to teacher training was met with considerable

enthusiasm in the Virgin Islands' adult education program. The Career Ladder concept built into competency-based teacher education saw the beginning of the utilization of paraprofessionals in the High School Diploma Program on St. Thomas.

Future Implications

When funding ceases in 1976 what will become of the Staff Development Project in the Virgin Islands? The following points are indicators of the future.

1. A position for staff development has been made in the program (as stated in the Virgin Islands Program Plan for Adult Education).
2. The commissioner of education has stated that he would like to make a division of staff development for the entire department of education.
3. Paraprofessionals will be working in the adult program (as evidenced by the inclusion of paraprofessionals in the high school diploma program).
4. A reorganization of the adult education program is currently being planned to provide a full-time directorship.
5. Cooperative ties will continue to develop as evidenced during the first year of Staff Development Project.

E. PROCEDURES FOR ASSUMPTION OF PROJECT EFFORTS

The Region II Staff Development Project has been funded until June 30, 1975 after which it will no longer be receiving 309(c) funds. Because the duration of the Project was limited to three years it was necessary to undertake activities that would meet existing needs of the states while establishing some long-range activities that could realistically be managed by the states in the year following the Project.

The *raison d'etre* of the Project was to institutionalize as many of its efforts as possible. To this end it was evident that the major elements of staff development in Region II lay with the state departments of education. Below are listed those activities that have been conducted in each which meet the needs of the respective state while elements compatible with region-wide efforts. This approach was deemed more consistent with the realities in Region II.

It should be noted, however, that the ambitious attempts by USOE to bring about a regional project through the staff development program are severely limited because of the unique characteristics of organizations. Although this Project sought to apply a systems approach to staff development, certain organizational characteristics should be identified including:

traditions, norms, and standard operating procedures; subunits with conflicting goals and expansionary tendencies; a preoccupation with short-term pressing problems; search procedures that accept solutions that are "good enough" rather than optional; and activities that outlive their usefulness.*

*Jerome T. Murphy, Grease the Squeaky Wheel. A Report on the Implementation of Title V of the Elementary and Secondary Education Act of 1965, Grants to Strengthen State Departments of Education: Cambridge, Massachusetts' Center for Educational Policy Research, Howard Graduate School of Education, February, 1973, p. 219

Most of these characteristics have been evident in Region II to varying degrees and different times. Recognizing their existence provides a more sophisticated understanding of the forces impinging upon attempts not only to integrate regionally, but within the individual states.

In New Jersey

1. The field coordinator's position will hopefully become part of the Office of Adult Basic Education.
2. Following Project support of the Language-Culture Conference conducted through Rutgers University, a commitment has been made by the Dean to support a Language-Cultural Institute.
3. The Task Forces on Adult Education Certification that have been initiated will be continued through the vehicle of the existing Resource Center Program. Personnel from these Resource Centers are serving on Task Forces and by the end of the Project should be able to carry on the activity. The competencies identified will provide the basis for much of the future staff development program in the state.
4. Most of the staff development activities supported by the Project will be integrated with the existing staff development system associated with the five Resource Centers.
5. Rutgers University will increase its commitment to a line position for a professor of adult education, with assumption of the position at the conclusion of the Project.

In Puerto Rico

1. The field coordinator's role is scheduled to be included in the State Department of Education.
2. Regional and District staff are being trained to conduct Task Analysis Workshops for the second and third years of the Project.

Local personnel attending these training sessions will be paid stipends from state grant monies; they in turn will provide training in a multiplier effect.

3. The University of Puerto Rico is developing a graduate program in adult education that is designed to be self-supporting following the third year of the Project.

In the Virgin Islands

1. The Commissioner of Education has suggested that a position for staff development for the entire State Department of Education will probably be established. A recently completed State Plan suggests that by 1975 there will be two full-time staff development personnel.
2. The College of the Virgin Islands is being asked to assume the responsibility for post-project credit courses -- both undergraduate and graduate.
3. Virgin Islands ABE personnel are being trained in skills such as Task Analysis with the understanding that they will be future ABE staff trainers at the conclusion of the Project.
4. Through a Project-supported workshop, the Virgin Islands has prepared a comprehensive State Plan for Adult Education. This plan reflects a continued involvement of staff development as an integral component of the Virgin Islands' future efforts in adult education.

In New York

1. The current efforts of the field coordinator will be merged with other existing positions within the Division of Continuing Education at the Project's conclusion.
2. Training of Trainers in such areas as Task Analysis will insure that these efforts are carried on as part of the present staff development

system which includes the directors and supervisors of the major adult learning centers who have been used by the Bureau of Basic Continuing Education for years.

3. The development of a competency measurement tool will be completed and eventually become an additional component of the needs assessment process in New York State.
4. Institutions of Higher Education who have evinced an interest in the staff development program are cognizant of their responsibility to maintain activities initiated with 309(c) funds.
5. Demonstration Projects are being supported with the idea that those proven effective would be supported by State Department funds and/or personnel.
6. The extent of the New York State shared costs is such that activities initiated under 309(c) support would continue to be conducted through post-Project shared cost monies.

F. EVALUATION DESIGN

The HEW Region II Staff Development Project administered by Montclair State College is seeking evaluation proposals from interested parties to undertake an evaluation of the Project. Region II includes New Jersey, New York, Puerto Rico, and the Virgin Islands. The following guidelines have been established for proposals submitted.

Background of the Project:

In 1971 USOE decided to fund staff development projects in adult basic education in each of nine HEW regions. The major objective of these projects was to bring about (within 3 years) a regionally coordinated effort, that included upgrading existing pre and inservice training capabilities of the state departments and institutionalizing training in institutions of higher education. (Enclosed for your review is 1) the Project Proposal prepared for USOE, and 2) the First Year Report, which includes recommendations of a first-year project survey by an external agency.)

Purpose of Evaluation:

The purpose of the evaluation is to determine to what extent the Project has accomplished its goals both regionally and at the state level. Hopefully the results of this investigation will provide a more comprehensive assessment of the Project's impact. Specific questions needing answers include:

1. What changes have taken place in Region II since the Project's inception?
2. In what ways are Project efforts supportive of the regionalization of staff development?
3. Are institutions of higher education involved? Are they making long-term commitments?
4. Has there been a movement toward competency-based or performance-based pre and inservice training?

5. Has the role of the field coordinator in each of the states been an effective means of both upgrading the state's staff development effort and concurrently increasing regional efforts with the other three states?
6. Have the individual states obtained their objectives?
7. What has been the contribution of the Project Office in bringing about a regional effort?
8. Should a staff development office be maintained to insure continued regional cooperation following the final year of funding? If so, what would be its specific role? What would be the funding level? Should the individual states provide all or some of the funds?

These, and additional questions that might be raised, should give a clearer picture of the anticipated purpose of this evaluation. The proposal submitted should describe the services that would be provided to answer these questions. The proposal should also contain a suggested calendar of events.

Expected Evaluation Products and Procedures:

The evaluation is expected to obtain hard data, both quantitative and qualitative, of the impact of the Staff Development Project in Region II. More specifically the evaluator should produce within the agreed upon time, a written report (200 copies) in acceptable form for selected distribution in Region II and to USOE staff.

It is expected that in the conducting of the evaluation study that the evaluator will prepare instruments and/or interview schedules that will identify and compare the perceptions of the recipients of staff development activities (local ABE administrators, counselors, and teachers) with those of teacher trainers and state department staff.

The evaluator is also expected to conduct a pre- and post-investigation of at least one staff development activity conducted in each state that seeks to measure the extent to which one or more specific objectives established by the states were attained.

The evaluator will prepare an appropriate instrument and will measure the degree to which regionalization of staff development has occurred in Region II.

Other Factors to be considered:

New Jersey rules and regulations require that such external agency evaluations be conducted through a bid system. Therefore, all proposals submitted will be subject to the applicable bidding regulations.

Project funds for an evaluation are limited. Therefore, the agency selected will be the one which indicates that it can best provide the most effective service not exceeding available monies.

Contact:

Further information on this Request for Proposals can be obtained by contacting Vincent De Sanctis in writing or by calling (201) 893-5154.

G. THREE-YEAR BUDGET SUMMARY

Funding for the three-year HEW Region II Staff Development Project was at the rate of \$297,000 a year. Shared costs for each of the three years, based on USOE identified ratios, were as follows:

First year - 1:2 ratio	\$ 175,046
Second year - 1:1 ratio	306,864
Third year - 2:1 ratio	<u>594,000</u>
	\$1,075,910

Budget summaries for each of the three years are in FIGURES 6, 7, 8.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. NO. 51-R0783

TEACHER TRAINING PROJECT
THE ADULT EDUCATION ACT, SECTION 309(c), TITLE III, P.L. 91-230
PROPOSAL BUDGET SUMMARY

DATE PREPARED
11/24/71
FISCAL YEAR
1972

NAME OF APPLICANT ORGANIZATION
Adult Continuing Education Center
Montclair State College

ADDRESS (Street, city, county, State, ZIP code)

14 Normal Avenue
Upper Montclair, Essex, New Jersey 07043

A. DIRECT COSTS

1. PERSONNEL SALARIES

A. PROJECT DIRECTOR	\$ 23,101	(15 months)
B. OTHER KEY PERSONNEL, IF ANY	97,637	
C. INSTRUCTIONAL STAFF AND COUNSELORS (No. full time : No. part time)	--	
D. CONSULTANTS (No. 40)	46,750	
E. SECRETARIAL AND CLERICAL (No. 4)	39,437	
F. OTHER SUPPORTING STAFF (No. 20)	20,500	
G. SUBTOTAL FOR PERSONNEL SALARIES	\$ 227,425	

2. OTHER DIRECT OPERATING COSTS

A. EMPLOYMENT SERVICES AND BENEFITS	31,177	
B. TRAVEL	26,334	
C. REQUIRED FEES, IF ANY	35,000	
D. COMMUNICATIONS COSTS (telephone, postage fees, etc.)	9,750	
E. SUPPLIES, PRINTING, AND PRINTED MATERIALS	28,250	
F. EQUIPMENT (Rentals and purchases)	5,780	
G. RENTAL OF SPACE and Facilities	57,300	
H. MINOR REMODELING OF SPACE	7,000	
I. UTILITIES AND CUSTODIAL SERVICES	12,000	
J External Evaluation (sub-contract)	10,000	
K SUBTOTAL - OTHER DIRECT OPERATING COSTS	\$ 222,621	

3. PARTICIPANT SUPPORT

	NO.	RATE	WEEKS
A. STIPENDS	X	\$	X
B. DEPENDENCY ALLOWANCE	X		X
C. TRAVEL COSTS	X		X
D. SUBTOTAL FOR PARTICIPANT SUPPORT		\$	
4. TOTAL DIRECT COSTS (Sum of Lines 1G, 2J, 3D)		\$	450,046

B. COST SHARING

1. CONTRIBUTIONS OF GRANTEE	\$	
2. CONTRIBUTIONS FROM OTHER SOURCES	175,046	
3. TOTAL COST SHARING	175,046	
C. TOTAL FEDERAL DIRECT COSTS (Line A4 minus line B3)	275,000	
D. INDIRECT COSTS (Not to exceed 3 percent of Total Federal Direct Costs, Line C)	22,000	
E. TOTAL FEDERAL FUNDS REQUESTED (Line C plus Line D)	\$ 297,000	

1. The cost of each component of the amount requested for each of the line items should be itemized or fully explained in the Budget Explanation Section of the proposal.

FIGURE 7

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE OFFICE OF EDUCATION WASHINGTON, D.C. 20202		FORM APPROVED O.M.B. NO. 31-RO783
TEACHER TRAINING PROJECT THE ADULT EDUCATION ACT, SECTION 309(c), TITLE III, P.L. 91-230 PROPOSAL BUDGET SUMMARY		DATE PREPARED 11/28/72 FISCAL YEAR 1973
NAME OF APPLICANT ORGANIZATION Montclair State College		ADDRESS (Street, city, county, State, ZIP code) Upper Montclair, Essex New Jersey 07043
A. DIRECT COSTS		
1. PERSONNEL SALARIES		
A. PROJECT DIRECTOR		\$ 20,681
B. OTHER KEY PERSONNEL, IF ANY		182,354
C. INSTRUCTIONAL STAFF AND COUNSELORS (No. full time : No. part time)		---
D. CONSULTANTS (No. 100)		91,940
E. SECRETARIAL AND CLERICAL (No. 6)		38,143
F. OTHER SUPPORTING STAFF (No. 40)		71,108
G. SUBTOTAL FOR PERSONNEL SALARIES		\$ 404,226
2. OTHER DIRECT OPERATING COSTS		
A. EMPLOYMENT SERVICES AND BENEFITS		32,253
B. TRAVEL		29,735
C. REQUIRED FEES, IF ANY		1,986
D. COMMUNICATIONS COSTS (telephone, postage fees, etc.)		4,200
E. SUPPLIES, PRINTING, AND PRINTED MATERIALS		31,653
F. EQUIPMENT (Rentals and purchases)		9,511
G. RENTAL OF SPACE		3,300
H. MINOR REMODELING OF SPACE		---
I. Evaluation		15,000
J. SUBTOTAL - OTHER DIRECT OPERATING COSTS		\$ 127,638
3. PARTICIPANT SUPPORT		
	NO. RATE WEEKS	
A. STIPENDS	XS X	37,000
B. DEPENDENCY ALLOWANCE	X X	
C. TRAVEL COSTS	X X	13,000
D. SUBTOTAL FOR PARTICIPANT SUPPORT		\$ 50,000
4. TOTAL DIRECT COSTS (Sum of Lines 1G, 2J, 3D)		\$ 581,864
B. COST SHARING		
1. CONTRIBUTIONS OF GRANTEE		\$ 18,164
2. CONTRIBUTIONS FROM OTHER SOURCES		288,700
3. TOTAL COST SHARING		306,864
C. TOTAL FEDERAL DIRECT COSTS (Line A4 minus line B3)		275,000
D. INDIRECT COSTS (Not to exceed 8 percent of Total Federal Direct Costs, Line C)		22,000
E. TOTAL FEDERAL FUNDS REQUESTED -V (Line C plus Line D)		\$ 297,000
1. The cost of each component of the amount requested for each of the line items should be itemized or fully explained in the Budget Explanation Section of the proposal.		

FIGURE 8

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE OFFICE OF EDUCATION WASHINGTON, D.C. 20202		FORM APPROVED O.M.B. NO. 51-RO783
TEACHER TRAINING PROJECT THE ADULT EDUCATION ACT, SECTION 309(c), TITLE III, P.L. 91-230 PROPOSAL BUDGET SUMMARY		DATE PREPARED FISCAL YEAR 1974
NAME OF APPLICANT ORGANIZATION Montclair State College		ADDRESS (Street, city, county, State, ZIP code) Upper Montclair, Essex, New Jersey 07043
A. DIRECT COSTS		
1. PERSONNEL SALARIES		
A. PROJECT DIRECTOR	\$	21,500
B. OTHER KEY PERSONNEL, IF ANY		350,000
C. INSTRUCTIONAL STAFF AND COUNSELORS (No. full time : No. part time)		40,000
D. CONSULTANTS (No.)		125,000
E. SECRETARIAL AND CLERICAL (No.)		40,000
F. OTHER SUPPORTING STAFF (No.)		120,000
G. SUBTOTAL FOR PERSONNEL SALARIES		\$ 696,500
2. OTHER DIRECT OPERATING COSTS		
A. EMPLOYMENT SERVICES AND BENEFITS		43,700
B. TRAVEL		30,000
C. REQUIRED FEES, IF ANY		-
D. COMMUNICATIONS COSTS (telephone, postage fees, etc.)		4,800
E. SUPPLIES, PRINTING, AND PRINTED MATERIALS		20,000
F. EQUIPMENT (Rentals and purchases)		7,500
G. RENTAL OF SPACE		2,000
H. MINOR REMODELING OF SPACE		-
I. Evaluation		9,500
J. SUBTOTAL - OTHER DIRECT OPERATING COSTS		\$ 117,500
3. PARTICIPANT SUPPORT		
	NO.	RATE
	X	X
A. STIPENDS	X	X
B. DEPENDENCY ALLOWANCE	X	X
C. TRAVEL COSTS	X	X
D. SUBTOTAL FOR PARTICIPANT SUPPORT		\$ 55,000
A. TOTAL DIRECT COSTS (Sum of Lines 1G, 2J, 3D)		\$ 869,000
B. COST SHARING		
1. CONTRIBUTIONS OF GRANTEE		\$ -
2. CONTRIBUTIONS FROM OTHER SOURCES		594,000
3. TOTAL COST SHARING		594,000
C. TOTAL FEDERAL DIRECT COSTS (Line A4 minus line B3)		275,000
D. INDIRECT COSTS (Not to exceed 3 percent of Total Federal Direct Costs, Line C)		22,000
E. TOTAL FEDERAL FUNDS REQUESTED ¹ (Line C plus Line D)		\$ 297,000

¹ The cost of each component of the amount requested for each of the line items should be itemized or fully explained in the Budget Explanation Section of the proposal.